Utopía y Praxis Latinoamericana nace como una respuesta a la situación de conflictividad política que atraviesa actualmente la democracia y la sociedad latinoamericana. Pero también nace como una respuesta comprometida con el análisis filosófico y la interpretación histórica de la cultura y las ciencias sociales frente a la crisis de la Modernidad. Respuesta que procura la creación de nuevos/as actores y escenarios a partir de los cuales se hagan posibles inéditas alternativas para la teoría crítica y el cambio social efectivo. Una respuesta en dos sentidos: la utópica porque todo proyecto existencial auténtico debe enmarcarse y definirse por el universo de sus valoraciones humanas; la práctica porque, a diferencia de la necesaria teoría, implica un tipo de acción cuyo movimiento es capaz de dialectizar la comprensión de la realidad, pero también de transformar a los sujetos que la constituyen. Con lo cual la noción de praxis nos conduce de retorno a la política, a la ética y, hoy día, a la ciencia y a la técnica. Es una respuesta desde América Latina, porque es a partir del ser y pensar latinoamericano que la praxis de nuestro proyecto utópico se hace realizable.

Utopía y Praxis Latinoamericana es una revista periódica, trimestral, arbitrada e indexada a nivel nacional e internacional, editada por la Universidad del Zulia (Maracaibo, Venezuela), adscrita al Centro de Estudios Sociológicos y Antropológicos (CESA) de la Facultad de Ciencias Económicas y Sociales, y financiada por el Consejo de Desarrollo Científico y Humanístico (CONDES) de esta misma Universidad. Las áreas temáticas que definen el perfil de la revista están insertas en las siguientes líneas del pensamiento iberoamericano y latinoamericano: Filosofía Política Latinoamericana, Historia de las Ideas, Epistemología, Teorías y metodologías de las Ciencias Sociales, Antropología social, política y filosófica, Ética y pragmática, Filosofía y diálogo intercultural, Estudios de Género. Las sub-áreas respectivas a cada área general serán definidas por el Comité Editorial, con la ayuda de sus respectivos asesores nacionales e internacionales, a fin de establecer la pertinencia de los trabajos presentados.

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Educar para el aprendizaje. Una reflexión en tiempos de cuarentena

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En esta serie de reflexiones pedagógicas que he presentado en las últimas ediciones extrainterlocuciones ya planteé una preocupación por cómo se están desarrollando en general las clases en el contexto de la pandemia por Covid-19 y cuáles son los aspectos que veo importantes abordar este año. En esta oportunidad hablaré de cómo observo una separación abisal entre las pretensiones de mejoras en el aprendizaje escolar y las consecuencias punitivas que acarrea el abandonar el enfoque psicométrico propio del paradigma positivista en la educación.

Es cierto que en los procesos de formación necesitamos datos para conocer cuán desarrollado está lo planificado, no obstante la pregunta que nos guíe no debe ser pensada solo en términos de calificación, sino en cómo utilizo esos datos para que efectivamente se produzcan los aprendizajes. La evaluación como documento de registro de desarrollo del currículo escolar puede no ser confiable si al construirla nos enfocamos en la memorización de datos, fórmulas o no pensamos en las competencias que buscamos desarrollar en los(as) estudiantes. Entonces acá tenemos un problema enorme al observar que existen algunas evaluaciones construidas sin ningún criterio y que solo abordan una minúscula concepción de lo que es el aprendizaje. En el contexto actual uno se pregunta ¿cómo estas formas tendrían cabida sin convertirse en datos ilusorios? Debido al escenario en el que nos encontramos no le veo ninguna posibilidad de que esos datos sean útiles. Si sabemos que esto es así, ¿por qué aún sostenemos estas formas? La respuesta es muy simple: porque no hacerlo puede castigar a la escuela.

Tomando como referencia a la escuela chilena se aprecia un incentivo a la competición entre instituciones lo que dificulta la colaboración entre las mismas. Heredado de la dictadura, los establecimientos educacionales se subvencionan a través de *vouchers*. Cada estudiante representa una cantidad de dinero que se le entrega a la escuela y de este modo se crea un círculo vicioso en el que a menor cantidad de estudiantes es menor la cantidad de subvenciones y a menor inversión en educación es menor el resultado de objetivos que a su vez trae como consecuencia aún menos recursos para la escuela. Esta idea propia de los enfoques de mercado le hacen un favor muy negativo a la educación en sí pues confunden la idea de calidad de productos industriales con las aspiraciones de tener una educación cada vez mejor que alcance a todos(as) los(as) estudiantes. De este modo, el sistema de los *vouchers* piensa a la escuela como una fábrica que es medida bajo aspectos de calidad en sus productos (¡personas!) que si son considerados aptos pasan la norma o son rechazados si no la cumplen. Pero este modelo de financiamiento ¿explica el problema educativo *per se*? ¿Puede, por el solo hecho de existir, darnos a entender que esto generará segregación y bajos resultados educativos? Nuestro poder de deducción sería artificioso si se sostiene tal afirmación. Debe existir algo más para que eso ocurra y lo encontramos en el carácter punitivo que tienen las pruebas estandarizadas de carácter nacional e internacional.

Una prueba estandarizada puede ser muy útil para tener datos que retroalimenten a las escuelas y así mejorar sus prácticas, estrategias o que se enfoquen en las debilidades observadas. Por el contrario, se ha creado un ranking en el que se califica a las escuelas como malas y buenas (introducción de aspectos valóricos con fuerte consecuencia social). Del mismo modo, las escuelas malas pierden popularidad mientras que las escuelas buenas adquieren prestigio y mayores ingresos. También las pruebas estandarizadas internacionales como la PISA (asociada a la OCDE) colocan a los países en un ranking contrayendo las consecuencias de no cumplir con los estándares requeridos por tal organización. En sí, esto es perjudicial pues la educación termina viviendo en dos mundos paralelos: por una parte el mundo pedagógico en el que el interés está en el aprendizaje y, por otro, el mundo de los indicadores de mercado internacional. Las escuelas adoptan una cultura de la competición y vuelcan sus esfuerzos en cumplir con lo que quiere ver el organismo calificador. Por consiguiente, las políticas educativas avanzan lentamente a una aplicación efectiva de nuevos enfoques pues en última instancia lo que primará será cumplir con lo exigido internacionalmente.

En Chile se ha hecho un esfuerzo por aplicar un enfoque de evaluación para el aprendizaje, prueba de ello es la promulgación del decreto 67[1] de 2018 en el que se establece prioridad a las evaluaciones formativas que permitan la retroalimentación de los(as) estudiantes y así permitirles aprender, aunque no veremos sus resultados aún debido a la permanencia de las cuarentenas por el SARS-CoV-2 aún vigentes. También hay propuestas de ley que buscan ir un paso más allá y eliminar las calificaciones en estudiantes de primer ciclo básico (los primeros cuatro años de primaria) para adoptar un sistema cualitativo basado en el cumplimiento de objetivos de aprendizajes y no en la obtención de calificaciones[2]. Desde luego estas ideas serán de gran beneficio para las escuelas, pero ¿qué tanto impacto tendrán si al final de todo seguirá la presión del castigo ante las pruebas estandarizadas de medición nacional e internacional?

Puede que estas nuevas legislaciones terminen teniendo un efecto cosmético si no abandonamos la hegemonía psicométrica en educación. La escuela no puede estar enfocada a la vez en conseguir el aprendizaje de todos(as) sus estudiantes y al cumplimiento de las exigencias internacionales de mercado pues tienen naturaleza distinta: la búsqueda del aprendizaje es cualitativa mientras que las mediciones internacionales son cuantitativas y técnicas.

Por último ¿cómo lo que he planteado tiene sentido en el contexto actual en el que lo más cercano que estamos a los(as) estudiantes es a través de la pantalla del computador? Lo tiene en el hecho de que justamente esta situación nos permite ver que lo que es fundamental es el aprendizaje y no el responder a indicadores internacionales de mercado que bien se pueden considerar en otros aspectos de la vida de cada país, pero que deben quedar fuera de la educación. En síntesis, crear rankings para distribuir los recursos entre las escuelas solo tributa a una mayor segregación y a mayores dificultades para lograr el aprendizaje de los(as) estudiantes, del mismo modo, la evaluación de estos aprendizajes debe ser un instrumento para la retroalimentación de los(as) alumnos(as) y la escuela no debería estar volcada a satisfacer las mediciones nacionales o internacional pues su propósito de ser es con su propia sociedad y no con el mercado internacional. No obstante, mientras continúe existiendo un castigo para las escuelas que no logren los resultados esperados por estas mediciones difícilmente podrá haber mejoras en la educación. ¿Cómo podremos aprender de este año y cómo vamos a utilizar la información que recopilemos del mismo? Si solo hemos evaluado desde un enfoque psicométrico no podremos ver la realidad de nuestros estudiantes pues perfectamente podrán haber recibido ayuda de terceros para el cumplimientos de sus tareas, en cambio, si tratamos de evaluar aspectos cualitativos es posible aproximarnos un poco más a la realidad actual y así enfocarnos en cómo acompañar su proceso de aprendizaje específico. Este no debe ser un año perdido para la educación, pero es evidente que siguiendo las mismas prácticas tradicionales no observaremos qué es lo que se ha aprendido.

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[1] Véase https://www.bcn.cl/leychile/navegar?idNorma=1127255

[2] Este proyecto está en su primer trámite constitucional en el Senado de la República de Chile. Véase en http://www.senado.cl/appsenado/templates/tramitacion/index.php?boletin_ini=11992-04

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Mediation in the Multicultural Society of Kazakhstan: Tradition and Modernity

Mediación en la sociedad multicultural de Kazajstán: Tradición y modernidad

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RESUMEN

La mediación se considera como una forma de solución de conflictos previa al juicio, como lo demuestran los consejos de mediación modernos y las instituciones de mediación tradicionales en Kazajstán. El documento consideraba el multiculturalismo como una teoría liberal de construcción de la nación que busca los derechos de igualdad de las minorías étnicas dentro de una identidad cívica. Basado en el análisis del Índice de Políticas de Multiculturalismo de Kazajstán (IPM), se llega a una conclusión sobre el nivel de cumplimiento de los derechos de los grupos étnicos en Kazajstán. El artículo investigó datos empíricos de los recientes conflictos interétnicos en el sureste de Kazajstán que se utilizan para analizar los problemas y métodos para resolver conflictos interétnicos.

Palabras clave: Identidad cívica, identidad étnica, Mediación, multiculturalismo.

ABSTRACT

Mediation is considered as a form of pre-trial conflict settlement as exemplified by both modern mediation councils and traditional mediation institutions in Kazakhstan. The paper considered the multiculturalism as a nation-building liberal theory that seeks the equality rights of ethnic minorities within one civic identity. Based on the analysis of the Multiculturalism Policy Index of Kazakhstan (MPI), a conclusion is drawn on the level of compliance with the rights of ethnic groups in Kazakhstan. The article investigated empirical data of the recent inter-ethnic conflicts in southeastern Kazakhstan that are used to analyze the problems and methods of resolving inter-ethnic conflicts.

Keywords: Civic Identity, Ethnic Identity, Mediation, Multiculturalism.

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INTRODUCTION

The multicultural society of Kazakhstan

The Republic of Kazakhstan is a young, post-communist, multicultural state that emerged after the collapse of the former Soviet Union in 1991. The multiculturalism of Kazakhstani society is the result of many historical factors. The history of the multi-ethnic society formation in Kazakhstan is divided into pre-revolutionary and Soviet periods. The first pre-revolutionary period refers to the 16th-19th centuries. At the end of the 19th century, the resettlement policy of tsarist Russia led to the fact that the Russian population made 10-13%, other non-Russian nations making 3%, and the Kazakh ethnic group totaling 81% (Tugzhanov: 2013, pp. 8-12). In the 20th century, the process of polyethnization intensified significantly. Since 1915, the share of representatives of the Eastern Slavs (Russians, Ukrainians, Belarusians) increased to 29.6%, while the population of the native Kazakhs decreased to 65.1% (Zhumasultanov: 2005).

Thus, as many researchers noted, already in the pre-revolutionary period, the population of Kazakhstan consisted of more than 60 nationalities. In the Soviet period, the multi-ethnicization of Kazakhstan increased even more. During the years of Stalinist repression, more than 40 nationalities of the former USSR were deported to Kazakhstan.They were the Germans, Karachays, Kalmyks, Ingushpeople, Chechens, Balkars, Crimean Tatars, Dungans, Koreans, Turks-Meskhetians, etc. In the 1930s, the Great steppe of Kazakhstan turned into the territory of eleven political camps, such as the Gulag, Karlag, Algir. Only from 1930 to 1956, 1.5 - 2 million people of 47 nationalities passed through Karlag. These processes took place during the years of collectivization and death by hunger when more than 1 million Kazakhs died in the 1930s. At the same time,there was the mass immigration of Kazakhs to China, Mongolia, Turkey, and Iran. Thus, the modern multiculturalism of Kazakhstan is the result of many historical and tragic events. Now Kazakhstan is a young, multicultural country, the national idea of which is to build a democratic, multi-ethnic state based on the peaceful coexistence of many ethnic identities within the framework of a single civic identity.

Ethnicity	Population
The Kazakhs	12,250,305
The Russians	3,588,686
The Uzbeks	576,817
The Ukrainians	277,514
The Uyghurs	265,497
The Tatars	202,121
The Germans	179,476
The Turks	110,713
The Koreans	108,177
The Azerbaijanis	108,030
The Dungans	70,283
The Belarusians	55,943
The Tajiks	47,331
The Kurds	45,551
The Chechens	33,160
The Poles	31,106
The Bashkirs	16,811
Other ethnic groups	467,330
Total	**18,395,567**

Source: https://ru.wikipedia.org/wiki/%D0%9D%D0%B0%D1%81

Table 1. Population of Kazakhstan

LITERATURE REVIEW

The issues of mediation in the current multicultural society of Kazakhstan were extensively studied by N. P. Kalashnikova and N. N. Kalashnikov (Kalashnikova & Kalashnikov: 2017, pp. 88-92). The mediation traditions of biys' court in former Kazakh society were described by Kazakh enlightener Sh. Sh. Ualikhanov in the 19th-century (Ualikhanov: 1985).

The issues of modern multiculturalism are extensively studied by Western, Russian, and Kazakh scholars. Multiculturalism theories are addressed in numerous publications of Canadian scholar W. Kymlicka (Kymlicka: 2018, pp. 166-178), as well as several scholars covering the debate around contradictions between multiculturalism and postculturalism. Keith Banting and Will Kymlicka (Banting& Kymlicka: 2013, pp. 577-598) comparatively analyzed the Multiculturalism Policy Index (MPI) in 21 Western countries during the period from 1980 to 2010. Akira Igarashi (Igarashi: 2019, pp. 88-100) considered the interaction between multiculturalism and civic identity formation V.P. Busi (Busi: 2014) carried out a positive analysis of multiculturalism in Kazakhstan. Kazakhstan researchers, such as A. Kadyraliyeva et al. (Kadyraliyeva et al.: 2015, pp. 213-224), N. E. Kukusheva (Kukusheva: 2019, pp. 922-943) explored the reality of multiculturalism in Kazakhstan. A.M. Kadyraliyeva was the first who investigated the MPI of Kazakhstan (Kadyraliyeva et al.: 2015, pp. 213-224). E.L. Tugzhanov (Tugzhanov: 2013, pp. 8-12), T.Zh. Zhumasultanov (Zhumasultanov: 2005), Kukusheva (Kukusheva: 2019, pp. 922-943) considered multiculturalism as a theory of national building and suggested expanding the criteria of Multicultural Policy Index (IMP), referring to a comparative analysis of multicultural policies in some western countries and Kazakhstan.

METHODS

In this research, the authors used both theoretical and empirical methods, such as the comparative method, which is widely applied to compare the multiculturalism policy index (MPI) in the world. The descriptive methods were also used, allowing for a historical retrospective to study the demographic, and socio-political processes that took place in Kazakhstan. The authors also widely used statistical data, historical information, content analysis of various historical documents, and data sources.

Mediation is a traditional and modern Kazakh society

Mediation means the procedure for settling a conflict with the help of mediators to achieve a mutually acceptable solution, carried out with the voluntary consent of both parties to the conflict. Thus, mediation is a mechanism for conflict management with the assistance of neutral mediators whose task is to help both parties come to a certain agreement. The mediation has the form of an alternative dispute resolution, it is a voluntary and transparent pre-trial where all parties fully control the decision-making process and the conditions for its settling.

There was a unique institution of mediation in a traditional nomad Kazakh society in the form of a Kazakh court of biys – authoritative people who took responsibility for settling disputes between community members. In our opinion, the main advantage of the court of biys is the absence of formalities and any official routine. The power of biys was based on authority, considered as a patent for judicial practice. The great Kazakh enlightener Sh. Ualikhanov noted that Kazakh biys were engaged in their profession by vocation and had reasons to value their reputation. Otherwise, the dishonest judge could be bypassed without any scandals: no one would turn to him and the case was over (Ualikhanov: 1985).

Interestingly, the biys' court enjoyed absolute authority among all residents of the Kazakh steppe. In many cases, the Russian population of the steppe preferred the court of Kazakh biys. Historians note a very interesting fact that during the period from 1859 to 1865, 117 appeals of Russians to the court of biys were recorded in the Kokshetaw district. Russian researchers Alenkina& Tursunbaeva remarked that the court of

biys was quick, oral, fairly fair, and always disinterested, and therefore it was respected not only by the Kazakhs but also by the Russian Cossacks, many of whom addressed to the court of biys. They (the Kazakhs) had excellent legal proceedings and such procedures of investigative and judicial process as many civilized peoples could envy (Alenkina&Tursunbaeva:2017, pp. 3-8). This is the highest evaluation of traditional mediation! Thus, S. Suleimen, Advisor to the Supreme Court of Kazakhstan, noted that there were respected, authoritative people in every village. It was necessary to train them in mediation courses and give them the rank of biys. They would be able to settle the conflict without bureaucracy, trial, using the power of words, and leading people to a common solution. S. Suleimen (Suleimen: 2018). His idea was that this ancestral heritage should be restored in Kazakhstan.

Multiculturalism and Interethnic stability in Kazakhstan

Since gaining independence, Kazakhstan has been known for its inter-ethnic stability. This is confirmed by the absence of wide-ranging inter-ethnic conflicts in the territory of Kazakhstan compared to other post-Soviet republics. In this regard, Kazakhstan often acted as a peacemaker in the regulation of inter-ethnic conflicts, for example, a conflict between Armenia and Azerbaijan regarding Nagorno-Karabakh in 1991 and 2016. Also, the first president of Kazakhstan N.A. Nazarbayev acted as a mediator in the international negotiations of the “Normandy Four” (Germany, Russia, Ukraine, and France) in the regulation of conflicts between Russia and Ukraine when Astana was recognized as the preferred place for negotiations. Kazakhstan also took part in settling the conflict in Syria in 2017, when seven international meetings were held in Astana from January to October 2017, including delegations from Russia, Turkey, Iran, the United States, the United Nations, as well as representatives of the official Syrian government and opposition forces of Syria. These negotiations were called the Astana Process and made a great contribution to the regulation of this armed conflict. The modern Kazakhstani model of multiculturalism, social harmony and national unity are embodied in the national idea of Kazakhstan – “Mangilik El”, which is translated from the Kazakh language as the “Eternal Earth”. The Mangilik El national idea was adopted on April 26, 2016, at the 24th session of the Assembly of the People of Kazakhstan – an advisory body under the President of the Republic of Kazakhstan, consisting of the representatives of various ethnic groups of the Republic. The activities of the Assembly of the People of Kazakhstan are aimed at implementing state national policy, ensuring public safety, and increasing the effectiveness of interaction between the state and civil society institutions in the field of inter-ethnic relations. Branches of the Assembly of the People of Kazakhstan and the House of Friendship are located in all multi-ethnic regions of Kazakhstan. The support of cultures of numerous ethnic groups of Kazakhstan is an important aspect of interethnic stability in Kazakhstan, this support involves creating ethnocultural centers where the national identity of each people of Kazakhstan, its language, traditions, and culture is preserved. According to the Law “On Education” of the Republic of Kazakhstan, there are 88 schools where pupils study in the Uzbek, Uyghur, Tajik, and Ukrainian languages. Overall, the languages of 22ethnicities of Kazakhstan are taught in 108 schools. Moreover, 195 linguistic centers have been opened where the languages of thirty ethnic groups are studied. In Kazakhstan, there are 35 print media published in fifteen languages, television channels broadcast in 11 languages, and 14 ethnic theaters such as German, Korean, and Uzbek theaters. Practicing bilingualism is an important factor in overall interethnic stability. The language policy in Kazakhstan is carried out by the Law of the Republic of Kazakhstan “On Languages in the Republic of Kazakhstan” dated July 11, 1997, which proclaims that, along with the state Kazakh language, Russian is the official language of inter-ethnic communication, which is used equally in state authorities. In addition to the linguistic, socio-cultural aspect of inter-ethnic stability, the political factor is a very important indicator. According to the 2007 constitutional reform, the Assembly of the People of Kazakhstan is the legislative body that has the right to nominate 9 deputies in the Parliament. Thus, the constitution guarantees the representation of all ethnic groups inhabiting Kazakhstan in the highest legislative body of the country. The problems of the coexistence of the representatives of numerous ethnic groups within one civic community

are considered by the theory of multiculturalism. Despite the declared "failure of multiculturalism" regarding the problem with migrants in Western Europe, we think that multiculturalism is the only correct answer to the problem of civil unity theory of many ethnic groups in young multi-ethnic states that stand in the way of nation-building. According to the founder of multiculturalism Kymlicka (Kymlicka: 2018, pp. 166-178), the fundamental issue of multiculturalism is the question – Do majority efforts in nation-building create injustice for minorities? The definition of multiculturalism shows the essence of inter-ethnic relations in young democratic states because equality and justice in interethnic issues are the basis for tolerance and avoiding of inter-ethnic conflicts.

The presence of federal autonomies of ethnic minorities	The establishment of the language of ethnic groups as official	Representation of all ethnic groups in the legislative bodies of the country	State financial support for education in ethnic minority languages	Constitutional recognition of the country's multinationality	The right to international representation of all ethnic groups at the global level
	1 point – No		**1 point – Yes**	**1 point – Yes**	
		0.5 point – partly			
0 point - No					**0 point No**

Table 2. Multicultural Policy Index in Kazakhstan

The Multicultural Policy Index (MPI) in Kazakhstan is equal to 3.5 points, where a positive answer corresponds to 1 point (Yes), a partially positive answer corresponds to 0.5 points and a negative answer corresponds to 0 points (No). Kazakhstani researcher A.M. Kadyralieva (Kadyralieva et al.: 2015, pp. 213-224) analyzing the data of the Multicultural Policy Index and calculating it for Kazakhstan (3.5 points,) compared it with Multicultural Policy Index of other countries and concluded that Kazakhstan lagged behind Canada and Great Britain but was ahead of France. N.E. Kukusheva (Kukusheva: 2019, pp. 922-943) considered the multicultural theory as the theory of nation-building for Kazakhstan.

RESULTS

Challenges of mediation in interethnic conflicts in modern Kazakhstan

The Assembly of the People of Kazakhstan was founded on March 1, 1992. The main purpose of this organization is to ensure of inter-ethnic and inter-religious harmony, which is especially important during the nation-building process of the young multicultural country when the state-forming ethnic group was in the minority. Initially, this organization was called the Assembly of Peoples of Kazakhstan, and then in 2007, it was renamed as the Assembly of the People of Kazakhstan, which is an evidence of changes in the principles of national unity, where a single national community is the union of all citizens of Kazakhstan despite the multiplicity of ethnics. In 2011 under the Assembly of the People of Kazakhstan a special mediation center – Mediation Council was created. Currently, in Kazakhstan, there are 829 regional branches in the general mediation network and 13 mediation councils. In 2016 the Memorandum of Cooperation between the Assembly of the People of Kazakhstan and the Supreme Court of the Republic of Kazakhstan was established. N.P. Kalashnikova and N.N. Kalashnikov (Kalashnikova & Kalashnikov: 2017, pp. 88-92) stated that the memorandum was aimed at taking joint measures for the comprehensive implementation and development of public harmony institutions that contribute to reducing the level of conflict in the society. Voluntary public mediators work as part of the activities of these ethnocultural associations, where disputes in inter-ethnic and intra-ethnic relations can be resolved. In general, this Mediation Council includes deputies of the Parliament of the Republic of Kazakhstan, judges, and representatives of public organizations and state bodies. Currently, Kazakhstan is experiencing the socio-political consequences of the transit of state power. On March 19, 2019,

Nursultan Nazarbayev announced the termination of his powers as President of the Republic of Kazakhstan. One of the oldest Soviet and post-Soviet leaders, N.A. Nazarbayev is the president of Kazakhstan for 29 years, demonstrated an example of political longevity. Analysts noted the transit of political power in Kazakhstan was smooth. However, in recent activity, there is some social unrest associated with ethnic clashes. Currently, mediation in Kazakhstan is largely successful owing to the quick resolution of conflicts, the absence of excessive bureaucracy, and high legal costs. The Law "On Mediation" was adopted in Kazakhstan on January 28, 2011.In recent years the mediation has been actively developing in Kazakhstan as a mechanism for settling social, corporate, and labor disputes. For example, the Mediation Center trains professional mediators to use various techniques on conflict management and negotiations. According to statistics provided by the prosecutor's office, there are only 1,700 professional mediators throughout Kazakhstan. Specialists note that the sphere of commercial, social, and labor contacts has a great eastern need. What place do inter-ethnic conflicts take among others?

DISCUSSION

Despite the high level of inter-ethnic harmony as a whole, in recent times, unfortunately, there have been some cases of outbreaks of inter-ethnic conflicts in Kazakhstan. At the beginning of 2000, Kazakhstan experienced several inter-ethnic conflicts, for example, conflicts with the Chechen Makhmanov family in 2007, local Kazakh-Uyghur conflicts in 2006, and anti-Kurdish conflicts in 2007 in the South Kazakhstan region. These conflicts were identified as domestic criminal ones based on grassroots xenophobia. The largest cases of inter-ethnic conflicts occurred in the eastern and southeastern regions of the country, which are an important oil-producing region (East Kazakhstan Region) and characterized by ethnic diversity and higher population density in the South-East (Zhambyl Region). Also, the conflict between Kazakh youth and people from the Caucasus in Zhanaozen, (Western Kazakhstan) in 1989 which grew into larger riots, as a result of which about 3,000 people returned to the Caucasus. Zhanaozen continues to be a socially tense region even now, because of the socio-economic problems in this oil-producing region of Kazakhstan, the economic inequality between visiting shift workers and the local population. The big ethnic clash between the local population and the Dungans, the third-largest ethnic group living in this territory took place in the Kordai district of the Zhambyl Region on February 7, 2020. As a result of this conflict, 182 persons were injured and 10 people died. The population of this district is multicultural, consisting of 143,827 people, of whom 49.62% (71,374) are the Kazakhs, 9.93% (14,281) are the Russians, 33.81% (48,634) are the Dungans, as well as the Turks (0.71 %), the Uzbeks (0.26 %), the Kurds (0.29%), the Azerbaijanis (2.68%), the Kyrgyz (1.06%), the Tatars (0.18%), and the Koreans (0.11 %). According to Kazakhstani researchers, the cause of this conflict is the accumulated inter-ethnic problems, which, undoubtedly show serious economic, social, and legal issuers in this region, namely, smuggling, drug trafficking, and corruption, the weakness of local law enforcement authorities, which is brewing social and economic tensions. As a result, several serious accusations were raised against the Assembly of the People of Kazakhstan. These accusations include ineffective work on the practical prevention of ethnic conflicts and weak mediation. However, in our opinion, there are several other objective reasons for these ethnic conflicts. In this regard we would like to stress several very important factors:

First, many inter-ethnic conflicts are latent, which makes them difficult to foresee. These conflicts usually have been accumulating for a long time and could be caused by any incident that could flare up and spread very quickly, escalating into mass riots.

Second, all inter-ethnic conflicts occur in rural, densely populated, multi-ethnic areas of Kazakhstan and in compact settlements of ethnic Diasporas of ethnic minorities. In this regard, it should be noted that recently there has been a large increase in urbanization and internal migration from the densely populated South to Central and Northern Kazakhstan. The latter is associated with the transfer of the capital of Kazakhstan from the South (Almaty) to the North (Nur-Sultan), where the level of inter-ethnic tensions is much lower.

Third, these inter-ethnic conflicts are just the tip of the iceberg, behind which there is a set of socio-economic problems such as the low living standards in rural areas, unemployment, high levels of competition for jobs in areas of mass migration of foreign labor, inequality in distribution, weak local governments, and a high level of corruption.

CONCLUSION

There is a need for serious research interest in the preventive measures for inter-ethnic conflicts in Kazakhstan, as "deliberate silencing" and the lack of research and public discourse does not lead to a solution to the problem. As many researchers note, recently, Kazakhstan has lacked full-scale financing of ethnological monitoring and sociological research on the subject of inter-ethnic tension. The issue of mediation is among the important preventive measures of interethnic conflicts, which should serve as an instrument of "people's diplomacy" and the prevention of acute conflicts. The mediation of inter-ethnic conflicts has its peculiarities because the settlement of inter-ethnic contradictions is not a public sphere. In this regard, there are difficulties in public discussion of such inter-ethnic conflicts, since information is confidential. In our opinion, mediation in a multi-ethnic environment should not be limited only to the activities of Mediation councils within the Assembly of the People of Kazakhstan, but also should revive the traditional mediation institutions that have existed in Kazakhstan since ancient times such as traditional courts of biys, gerontocracy (the power of the elders – Aksakals) among the representatives of different ethnic groups, as well as religious figures, because, often, all representatives of the conflicting ethnic groups are Muslims. Thus, traditional Mediation Councils that are resumed on a new basis in Kazakhstan can become a modern mediation tool, especially in rural areas, where socio-economic contradictions are most noticeable, acting as an effective way to resolve conflicts in the pre-trial order.

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Preventive Exploration of Conflicts on Christmas Celebration at Schools

Exploración preventiva de conflictos en la celebración de navidad en las escuelas

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RESUMEN

Algunos maestros musulmanes estan presentes durante la celebración de Navidad en la escuela publica media en Pangkalan Bun, Central Kalimantan y hasta se dedican a desear "feliz Navidad"; pero otros tantos no asisten a los rituales de celebración ni son capaces de desear "feliz Navidad". Es decir, la diversidad religiosa en la escuela en cuestión, conlleva a celebrar la Navidad de manera plural y atendiendo al dictamen de las seis religiones con las que se convive en el recinto educativo. Todos los maestros musulmanes son selectivos acerca de las comidas y bebidas halal o haram que se sirven durante las celebraciones; además algunos tampoco participan en actividades de adoración durante la celebración. Musulmanes y no musulmanes ya entendieron las actitudes y puntos de vista de cada maestro y se dieron oportunidades mutuamente de acuerdo con la religión y las creencias.

Palabras clave: Celebración navideña, conflicto preventivo, religiones.

ABSTRACT

Some Muslim teachers are present during the Christmas celebration at the public middle school in Pangkalan Bun, Central Kalimantan and are even engaged in wishing "Merry Christmas"; but many others do not attend the rituals of celebration or are able to wish "Merry Christmas". That is to say, the religious diversity in the school in question, leads to celebrate Christmas in a plural way and according to the opinion of the six religions that coexist in the educational campus. All Muslim teachers are selective about the halal or haram foods and drinks served during the celebrations; some also do not participate in worship activities during the celebration. Muslims and non-muslims already understood each teacher's attitudes and views and gave each other opportunities according to religion and beliefs.

Keywords: Christmas celebration, preventive conflict, religions.

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INTRODUCTION

Since the beginning, Indonesian people have been accustomed to live in differences, because of their multicultural existence, including the diversity of tribes and religions, inhabiting 6000 islands spread throughout Indonesia (Lembaga Administrasi Negara: 2008). They live in peace and help one another. All adherents of religion, namely Islam as the majority religion, are able to colour a tolerant life as lived so far. Other religions are Catholicism, Protestantism, Hinduism, Buddhism and Confucianism. Law 01/1965 mandates that every citizen may adhere to one of the protected religions of the country. It means that it is a necessity to accept each other's differences because it is a principle in continuing of life together. This causes tolerance to be very crucial in Indonesia. Moreover, Levina, Lukmanova, Romanovskaya, & Shutova (2016) stated that tolerance one of the leading values in modern education as well as the basis of productive cross-cultural interaction.

This empirical fact shows that Indonesian people already owned and based social life based on religious values which becomes the beliefs of their adherents (Eko & Putranto: 2019), and in practice, it is strongly supported by the state (Mujiburrahman: 2006). Performing the worship referred that is protected by Law 1945 Article 28 E paragraph (1) that "Everyone is free to embrace religion and worship according to his religion..." and regulated in Article 29 paragraph (2), that"The state guarantees the independence of each population to embrace their respective religions and to worship according to their religion and beliefs". The freedom to embrace religion and practice worship in accordance with the religion adopted has also been arranged up to formal educational institutions. In the National Education System Law, 20/2003 requires schools to provide religious learning according to students' religion (Ministry of Education: 2003).

Unfortunately, religious education studies in Indonesia show that schools have not been able to teach their students religious tolerance (Listia et al.: 2007; Ahmad & Ahmad: 2018). This is because some religious studies teach the doctrine of the truth of each religion in the class (PPIM: 2008), has not touched the universality of religion yet. It is ironic since religious education is an important dimension/component of education with important effects on the moral health of the nation and as a factor of influence of human wellbeing (Niculescu & Norel: 2013). Moreover, Purrostami (2012) stated that ethical and religious teaching is able to open a new chapter in the forms of the following trilogy pivots in the educational system: 1) presenting Worldviews to science, trainee, trainer and educational environment, 2) presenting educational data through explaining hypotheses and true scientific propositions, and 3) endowing revelating knowledge with applying ethic and purification of the carnal soul. Since 2006, formal schools have gained a new authority by giving authority to teachers to design and create learning (Raihani: 2011; Ahmad & Ahmad: 2019), but this freedom also allows the intrusion of the teacher's personal beliefs to teach with a radical or intolerant approach to the religious teachings. Kurniawan (2018) found that practices of intolerance, through both the formal and informal spheres within the school structure, in a hidden curriculum.

As a practice of learning Catholic and Protestant religion in schools is carrying out devotions in the celebration of Christmas at school. The most visible school of religious tolerance at Christmas celebrations is the Public Middle School in Pangkalan Bun, Central Kalimantan. Since the establishment of the school, there has never been a religious intolerance that caused a conflict (Disdik et al.: 2018). Whereas public schools certainly have various religious adherents in terms of teachers, education staff and students in which are six religions protected by the state. School members help each other to carry out the constitutional mandate in accordance with their respective duties and functions.

Living in a diversity of religions in schools is not impossible, differences can occur that can lead to disputes, because the perceptions and views of each person may not be the same. For example, various attitudes showed by teachers in the celebration of Christmas by adherents of Protestant and Catholic religions. There are several teachers who are okay to attend as long as they are not in the ritual of worship, but there are also those who have the principle of not attending because they are considered to attend and believe that other religions do; there are also those who say "Merry Christmas" to those who celebrate, but there are also those who do not want to because they wish them a Christmas that is believed to have recognized the cause

of the Christmas celebration which is the belief in the birth of Jesus Christ; there are also those who visit each other during Christmas moments, but there are also those who do not do so on the grounds that visiting each other includes celebrating and believing in the event.

Raising how the attitude of Muslim teachers towards the Christmas celebration carried out by Catholic and Protestant teachers is very important. Given that Central Kalimantan has experienced conflicts in the name of religion. Although actually, it is not religion that triggers a conflict between Dayaks as local people are mostly non-Muslims and Madurese as immigrants who are mostly Muslims in Central Kalimantan, ethnicity and economics are the triggers (Raihani, Successful School Principalship in Indonesia: 2004). After the New Order, local Dayaks felt marginalized after decentralization in 1999 (Jonge & Nooteboom: 2006) (Klinken: 2007), and Madurese immigrants are seen as failing to respect local residents (Klinken: 2007; Ahmad & Sahar: 2019) to cause a bloody conflict that kills up to 500 people (Cahyono et al.: 2008). Overall until 2016, researchers (Eko & Putranto: 2019) noted that there were 270 acts of intolerance occurring in Indonesia up to 2016, including the Christmas celebration conflict. It tells that in a multi-religious school and various differences in views and practices of Muslim teachers towards the Christmas celebration above, if not addressed with tolerance it will certainly cause conflict. However, (Raihani: 2014) said that the conflict against Christmas celebration at school also would not occur if each teacher has a preventive awareness of intolerance, and adheres to the principle of Central Kalimantan society, namely a longhouse (Huma betang), which is a symbol of cultural harmony between various religions and ethnicities in Central Kalimantan.

Against the facts above, the teacher is the executor of the implementation of religious tolerance learning and as an innocent/imitated figure. According to (Raihani: 2014), the teacher has a very important role in helping overcome the penetration. The religion teachers in schools should transform themselves into agents of peace (Maulana: 2017). Not only they must show tolerance in religion, but they must also show a preventive attitude towards intolerance, including the attitude of Muslim teachers towards Christmas celebrations for non-Muslims, and according to the research by Xiuhua Wang & Paul Froese (2019), the more educated a person is, the empathy for religious differences is more tolerant and has an introspective awareness in avoiding conflict. Furthermore, although ethnic conflicts in the name of religion in Central Kalimantan have been counted for a long time, and teachers in the school are categorized as highly educated, but the anticipation of intolerance still needs to be developed and cannot be ignored (Eko & Putranto: 2019).

The author begins this article with a brief literature review on a tolerance between religious communities, and intolerance that triggers conflicts between religious communities. Furthermore, the author describes the results of the study and discuss the various attitudes of Muslim teachers towards Christmas celebrations by non-Muslim teachers. Thematically analyzed using theological, pedagogical and social approaches. So, it can be seen how the exploration of preventive conflict Christmas celebrations in schools studied.

LITERATURE REVIEW

Religious tolerance among religious groups in schools

Religious tolerance was understood as an activity aimed at avoiding causing any harm (both physical and moral) to surround people as might base on their belonging to other faiths (Shyryn et al.: 2013). It is one way to maintain the sustainability of the system in a school, and it is expected to actively take part in advancing the school. So, the first thing that must be addressed is the internal personal situation itself, in this case, the educators and education staff, in order to develop a dynamic religious understanding such as maintaining religious tolerance (Raihani: 2014). Joint Regulation from the Ministry of Religion and the Ministry of House Affairs 8-9/2006 that religious tolerance which can be practised in schools includes practising worship or carrying out religious rituals in accordance with their respective religious teachings; Commemoration of Religious Holidays (PHBK), for instance, are the celebration of Eid and Christmas celebrations (Depag: 2008).

Religious harmony is the relationship among religions, which is based on the mutual understanding, mutual respect, loyalty and the practice of their religion and cooperation in society, nation and state in the country of the Republic of Indonesia Year 1945 (Kementerian Agama dan Kementerian Dalam Negeri: 2006). (Muhaimin: 2009) said that the indicators of religious tolerance in educational institutions are: implement joint worship in schools in accordance with the religion of each adherent; do not disturb the adherents of other religions in worship; carry out and participate in joint activities which carried out in schools in accordance with the religious guidance of each adherent, for example, is commemorating religious days; reminds those who fail to practice worship wisely; reprimand and prevent those who violate religious law or school manners and order.

Tolerance between religious communities in public schools is a plural recognition that acknowledges peace in religious life. Tolerance is the fact that many people who embrace different religions need to recognize them as brothers and sisters in God (Departemen Agama RI: 2008). Department of Religion or now Ministry of Religion as an institution that supports religious people responsible for religious education in schools means more tolerance for active involvement in the hope that every religious community can interact positively in the multicultural environment as reality and inevitability of Indonesian society. Hoping that religious people in Indonesia are willing to accept the reality of different opinions about the truths of religion adherents, being respectful of the beliefs of others about their religion, can also giving freedom in implementing the teachings of their religion. Traditionally, tolerance has been interpreted as a system of norms, based on the democratic principles of equality, freedom and non-violence in understanding oneself from the attitude to the other (Korobeynikova: 2015) Jackson (2007) interprets tolerance as the value of mutual respect and recognizes differences, while (Bretherton: 2004) defines tolerance as an attitude of patience in differences.

Muslim teachers who serve in public schools certainly hold fast to the teachings of Islam as a religion of revelation that has set the tolerance to be universal to other religions because it is regulated in i'tiqadi. This is the principle that must be held by a Muslim who is in public schools. Yusuf al-Qaradhawi (1994), formulated that tolerance in Islam was built on basic principles, including:

1 The principle of human glory, however diverse (Q.S. al-Isra’[17]: 70).
2.The belief that difference is a necessity and Allah's will [Q.S. Yunus[10]: 99).
3.Believe that nonMuslims are not responsible for the way of life of Muslims (Q.S. Al-Kahfi[18]: 29).
4.Stick to the principle of justice (Q.S. al-Maidah[5]: 8).

1. Helping anyone without sorting out the poor, the sick, even those who have different religious (HR. Bukhari number 2363 and HR. Muslim nomor 2244).
2. Establishing kinship in non-Muslims, including parents themselves who have different beliefs, (Q.S. Luqman[31: 15], and (Q.S. al-Mumtahanah[60]: 8).
3. The ability to give gifts to non-Muslims (H.R. Bukhari number 2619).
4. Having strict principles in the i'tiqadi area (Q.S. Al-Kafirun[109]: 6).

Intolerance becomes a trigger of inter-religious conflict in the schoo

Conflict refers to some form of friction, disagreement, or discord arising between individuals or within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group (Madalina: 2016). Kim & Leung (2000) define conflict as communicative exchange between at least two interdependent parties who have different, opposite, or incompatible opinions and goals and who perceive that the other is interfering in the achievement of his or her goals.

The reality of the pluralism of school implementers also allows for high potential conflicts, both small- and large-scale conflicts (Nasrum: 2016). Small-scale conflict can be backed up by communication that is not connected or not working as it should. It is called as poor communication by Shahmohammadi (2014), which

can lead to misunderstandings and allow barriers to be erected. This results in the offense, anger, frustration, disappointment, irritation, confusion, questions and so on (Karampourian, Ghomian, & Khorasani-Zavareh, 2018) and can cause trauma. Meanwhile (Nasrum: 2016), large-scale conflicts manifest in, for example, social unrest, multicultural chaos, racial equality, ethnicity, religion and others.

Minority issues are also part of the issue of conflicts in a pluralistic community/ school (Eko & Putranto, 2019). There are exceptions to traditional minorities; other religions are more tolerant of traditional minorities such as Buddhism and Taoism than Islam and Christianity (Wang & Froese, 2019). In this case, the concept of minority relates to the term difference. There are several thoughts on how these differences take place, including the study of the results of mapping differences as an unavoidable result of the modernity project. The metaphor of modernity enlightenment that was introduced by the West through the colonization project resulted in a condition where differences were structured, codified and institutionalized.

The triggers of intolerance that result in conflict in Indonesia, including public schools, and also debate about cultural essentialism to trace the sources of the causes (Parekh: 2000). For example, through the rubric of the Muslim-Christian conflict, it means that there is a role for the news giver some views debate the issue of religious conservatism, blame old-fashioned and orthodox doctrines compared with moderate views and transitions with certain teachings/understandings (Yang & Ishak: 2015). The polemic that occurred both from conservatives and liberal groups attacked each other by expressing their respective propositions/doctrines that were believed to be true, and it was certainly assumed if the views of other groups were wrong. A different point of view was delivered by (Mudhoffir: 2015), who argued that the tension of interfaith relations in Indonesia does not arise simply because there are cultural differences. Conflict and violence in Indonesia were more an expression of struggle in the political-economic contexts as the consequences of the political repression during New Order and social and economic marginalization as a particular effect of capitalist development.

METHODS

This research method uses a qualitative approach that is presented in a descriptive-analytic manner. Qualitative research contributes to an understanding of the human condition in different contexts and of a perceived situation. However, there is no perfect designed study, and unexpected events will always appear. It is conducted to answer questions about the 'what', 'how', and 'why' of phenomena in which the researcher attempts to develop understandings of the phenomena under study, based as much as possible on the perspective of those being studied (Goodman: 2011; Berk et al.: 2015; Bengtsson: 2016).

The location of this research chooses in public education institutions because it consists of various religious adherents who are certain to have various explorations in maintaining a tolerant life and have many ways of anticipating conflict. The selected educational institution is the public middle school in Central Kalimantan which is known to be the most heterogeneous followers of religion and complete from 6 (six) protected religions in Indonesia, namely Islam, Catholicism, Protestantism, Hinduism, Buddhism and Confucianism from the teacher, education staff and students. The public school has also been operating for approximately 38 (thirty-eight) years, and there has never been a conflict between religious communities in the school.

Data collection is carried out with moderate or participant observation so that the author can occasionally position herself in the situation and condition of the research subject, but still position herself as a researcher; and in-depth interview techniques that focus on exploring conflict prevention measures at Christmas celebrations conducted by non-Muslim teachers, without a detailed list of questions so that informants feel free and natural in providing information and allowing new information to support the data being extracted; as well as documentation techniques that are used as complementary techniques to obtain data related to school documentation and teacher profiles. Research data are collected from all 45 teachers, and all of them are used as research subjects. In addition, this study also takes the data through other informants such as former

school principals to find out the history and development of Christmas conflict prevention practices in the school, head of the school committee and head of the West Kotawaringin education office, as well as the education staff as teacher partners in interfaith tolerance, as well students who are targeted to serve as teachers at school. Research data are analyzed thematically using theological, pedagogical, and social approaches.

RESULTS

Based on school documents examined in the 2018/2019 school year, a total of 45 teachers, consisting of 33 Muslims as followers of the majority religion; second place is 8 Protestant Christians; then the Catholic religion in third place is two people; after that, there are 1 Hindus; same as the number of Buddhists as much as one person, 15 men and 30 women in which there are 40 civil servants (PNS) and fiveive honorary staff. All of them embrace and practice worship in accordance with their respective religions.

The percentage description of religious adherents of Public Middle School (SMPN) 2 South Arut teachers above can be seen in the following table:

RELIGION	NUMBER OF PEOPLE	PERCENTAGE
Islam	33	73,33
Christian Protestant	8	17,78
Catholic Christian	2	4,44
Hindu	1	2,22
Budha	1	2,22
Confucius	-	-

Tabel 1. Teacher Data Based On Religious Adherents

All teachers support one another and are universal in their learning so that they respect, support and maintain one another. The same message is not only delivered in the classroom during the teaching and learning process but also delivered outside the classroom. Several times the writer witnessed when students lined up in the schoolyard at 06.15 - 06.30 WIB (West Indonesia Time), the picket teacher guided the students and opened the things that were considered important. One of them is to cultivate mutual respect and strengthen each other in order to stay alive in harmony, maintain comfort and security, and carry out their respective worship according to their religion. The teacher's task is not only to transfer knowledge to students but also no less important is to be a figure who is innocent and imitated. So, it is impossible if the teacher conveys and asks students to tolerate, while he himself does not implement it. Making teachers truly as role models in implementing tolerance.

When it coincides with Christmas, Catholic and Protestant teachers also celebrate it with all students of the same religion. Catholics and Protestants are more often celebrated/celebrated together in school, in addition to being small in number, it is also because they prioritize togetherness. They share roles as performers and work together in preparation until implementation. All non-Muslim teachers who celebrate Christmas at school have considered the conditions and situation of the celebration form, who is invited, what kind of event and so on, so that it continues as expected and that no party feels uncomfortable especially if it causes conflict due to Christmas celebrations. As the Christian religion teacher said, “For followers of Protestant and Catholic religions, besides having to understand each other, they must also share roles and be open, starting from planning the activities to carrying out the evaluation”.

Every Christmas celebration at the school invites all teachers and administrative personnel as well as school committees and representatives from the district education office. There are a number of attitudes in

response especially from Muslim teachers, and all of them are already tolerated if it is a matter of principle that is believed, but in practice, it is flexible to be implemented in schools. Other forms of tolerance at school can be seen at Christmas at the houses of Catholics and Protestants. There are several attitudes shown by Muslim educators. For example, a mathematics teacher who is Muslim, he is close friends with one of the non-Muslim teachers, visiting each other's houses and not only at Christmas, even eating and drinking at the house often because it is like a relative. In addition, because he knows very well that his friend has never cooked food that Muslim should not eat, this is the real reason, so they feel confident and feel safe in enjoying it.

Unlike the attitude of a biology teacher who is Muslim, he never visits non-Muslim houses at Christmas, but usually visits on other days, such as when there is death, birth, marriage, or other needs. According to the teacher; maintaining friendship is not only and must visit at Christmas if visiting at Christmas is not also celebrated. If I join in celebrating, it means I agree with what is done. It is abstinence also for me to say the word 'Merry Christmas', because Islam boundary in giving such remarks to non-Muslims, but I used to say 'good luck', 'good health' or other sentences for worldly affairs, "this is the way Islam tolerates".

In contrast to the attitude of the counselling guidance teacher, he can make friends with all who are in school, work together and get along, but still look for close friends in the faith, it is intended that when exchanging opinions can be free and without boundary. The principle of counselling guidance teacher is almost the same as the attitude of Islamic Religious Education teachers, getting along naturally because it is a necessity in life and serving in public schools. He also visited the house of the teacher who celebrated Christmas, but never during the Christmas celebration with the intention of giving non-Muslim friends the opportunity to celebrate that day, which he chose before or a few days after, including not saying "Merry Christmas". He chose first to sincerely say "sorry for the wrong and mistake" during socializing. The reason is the same as the previous teacher, which is a principle in maintaining tolerance. If you say "congratulations", it means agreeing to what they believe. So, his presence to visit on the day before or after Christmas is in order to maintain the friendship. In the one hand, this is the same as being invited to devotion at Christmas at school. Even though the Muslims are only in a special room provided at school, while the devotions are in another room, they also do not want to come because they are already in the realm of ritual worship, it must be based on the principle of 'lakum dinkum waliyadin' (for you your religion and for me my religion).

Thus, there are several teacher's attitudes in practising tolerance when invited at Christmas events at school and at the house, namely: 1) attend invitations and visit the house that celebrates Christmas and wish a Merry Christmas, but does not attend devotions held at school. The aim is to maintain togetherness with non-Muslim friends; 2) attend an invitation and visit the house that celebrates Christmas but does not wish you a merry Christmas; 3) do not attend invitations at school and do not visit a house at Christmas, but usually visit it before or after in other moments, with the intention of giving opportunities to those who celebrate Christmas worship in their respective churches and celebrate happiness with adherents of their religion, and invite to non-Muslims to carry out Christmas worship at school. In addition, teachers who used to wish a Merry Christmas directly also used to do it through cyberspace such as Instagram, Facebook, What is App and others.

Tolerance in schools is also shown in terms of eating non-Muslim foods and drinks. All Muslim teachers claim to be very careful in consuming food and drinks from non-Muslim friends. This precaution is understood by non-Muslims at school. Understanding it for non-Muslims is shown by respecting and conditioning it. This is almost the same as what other non-Muslim teachers do who claim to say that at the house it is safe for Muslims to eat and drink, they never cook dog meat and pork at the house, even though they often consume it at family places. They do this because people who work in their house are Muslim. Not only that, but they also allow their employees to offer prayers or take part in religious recitation at a neighbour's house or at a house of worship that is close to their house.

Furthermore, a non-Muslim history teacher claimed to have asked one of the Muslim teachers at school about what food and drink Muslims might and might not consume, and the information was sought because he planned to have thanksgiving at his home and would invite his friends at school. There was a new explanation that he got; all this time he knew that he should not only eat and drink it (dog meat and pork), it turned out that the former place of cooking was not allowed either unless it had been cleaned according to Islamic regulations. As a form of anticipation, he asked Muslims and usually a schoolmate to cook it, with the hope that the school friends who were present would not hesitate or believe if it could be consumed.

The teacher statement above was agreed by the Islamic Religious Education teacher and several other teachers if the non-Muslims really understood and conditioned it in such away. Even so, this teacher claimed to still feel doubtful/doubtful, because there were deeper things that were not known by non-Muslim friends, namely the former place of eating meant not only those eaten and drunk at that time but the former place of eating before. It has not been said to be sacred, unless it is unknown or beyond the boundary of its ability to avoid it. Meanwhile, specifically for friends who keep dogs in their house, and everyone has witnessed that he eats with his dog in the former food place of his master, and his dog is free to roam in the house. So, he deliberately not to explain the situation, chose to restrain himself, and enjoyed it for himself and his family.

If the facts above are directed to the Muslim teachers who hold back and limit themselves as a form of attitude to maintain tolerance, here are facts to the contrary. When the authors conducted a study that focused on the problem of conflict prevention intolerance, the author had witnessed the conversation of a teacher who suggested eating at school before Christmas as usual when there are certain moments. The proposal was responded positively by offering to bring the required menus. Suddenly, there was a math teacher who refused and said to bring only fruit, because at the house he had just cooked dog meat. The statement issued by a non-Muslim teacher is a form of tolerance between religions, which is to respect Muslims against the boundary of not eating from used foodstuffs that are forbidden according to Islam.

The understanding of tolerance in the limitation of consuming haram food/drink according to shariah provisions is also very well understood by a Muslim teacher. He claimed that before he became mullah, he already knew that there were haram foods and drinks consumed by Muslims, such as eating dog meat and pork or used food containers unless they had been cleaned up first, because in his neighborhood when he was a child, he was in the Muslim environment and hang out with Muslim friends. In addition, there are already several of his families who are Muslim. Since becoming mullah, his family has respected him by not serving food and drink, which is prohibited in Islam.

Several facts above show that all Muslim teachers are very careful and more selective in matters of food and drink which are prohibited in Islam. This attitude is already well understood by non-Muslims so that mutual respect and understanding are prioritized and always anticipating, and never experience problems that cause discomfort, especially until conflicts occur because of the preventive attitudes that they are aware of and do.

The author witnessed a teacher of Islamic Education who helped teach the arts and culture, one day he once rectified the interpretation of faulty tolerance, that is; finding Muslim students who painted pictures of the Christian cross in his book when Christian and Protestant students did it before Christmas, the teacher reminded him not to join in that in order to avoid negative prejudice. The author also found a number of other cases, such as the quarrel between Muslim teachers and Protestant teachers during lesson breaks at the picket table. Starting from small talk about daily activities to the Christmas problem, there was an offence between the two parties and even heard a sentence that was inappropriate and high-pitched. After about three days, each of them realized and understood that if not appeased, they could be provoked by the other party. That made each one apologize first. This experience makes all school members be very careful when talking about religious teachings.

The next case was the distribution of the Bible to Muslim students on the eve of Christmas by guests, namely two men from one of the foundations based in Jakarta. After expressing the purpose of their attendance, they were permitted by the principal to meet students in classes with non-Muslim students (Class VII A, VIIB, VIIIA, VIIIB IXA and IXB). They get acquainted and give religious advice, and ask Catholic and

Protestant students to raise their hands and share the Bible. Apparently, there were eleven Muslim students in class VIIIB who got it. Even though it was reminded by Protestant mathematics teachers who taught at the time not to study it because Islam already had its own holy book, Al-Qur'an.

The incident above resulted in a negative response from parents of students whose children were given the Bible. There were three parents who met the Islamic Education teacher the next day, and they did not accept the incident because their children got the Bible. The principal asked the Christian Religious Education teacher to retract the bible that the students had already received and had to apologize to the parents concerned. All relevant parties (school principals, deputy principals, and all religious teachers) were brought together by the school principal to evaluate the case and emphasize that the incident would not be repeated later, and most importantly, that the case be resolved immediately without creating new problems.

Although previously, there was tension because there had been protests from Islamic Religious Education teachers who considered violating ethics and religious restrictions because they were considered to spread religion to people who were already religious. Through the principal's policy at that time, everyone could understand, and the Christian teacher involved expressed remorse and promised to apologize to students and parents and to withdraw all the bible that had already been distributed and promised not to be repeated later in the day for the sake of tolerance that is felt comfortable in school.

DISCUSSION

The attitude shown by the teacher in the previous discussion was understood by all parties, not only among religious adherents, but also fellow adherents of the religion. Thus, religious life takes place peacefully without any obstacles. The differences in attitudes shown by Muslims occur only because of differences in providing perceptions and interpretations in interpreting the word "ritual worship". All Muslim teachers agree not to participate in other religious rituals, according to the Qur'an, لَكُم دِينُكُم وَلِىَ دِين

Translation: "For you is your faith, and for me, my faith" (Q.S. al-Kafirun[109]: 6)

Islam is very strict in regulating tolerance that is related to mahdhah worship, and indeed provides the flexibility of tolerance in social / muamalah problems, it is intended to enable adaptations in various social situations and conditions, as long as it still holds the principle of lakumdinukumwaliyadin. In connection with the presence of Muslims who wish them a Merry Christmas and those who do not, the interpretation in Surah Maryam regarding the story of Christmas in the Qur'an,

ذٰلِكَ عِيْسَى ابْنُ مَرْيَمَ ۚ قَوْلَ الْحَقِّ الَّذِيْ فِيْهِ يَمْتَرُوْنَ

Translation: That is Isa, the son of Mary – the word of truth about which they are in dispute.. (Q.S. Maryam[19]: 34).

Muhammad Quraisy Shihab (1992) explained that it does not matter if there are Muslims who wish them a Merry Christmas, as long as the Muslim aqidah can be maintained and held fast to the Islamic faith. This reason can be used as a justification for a Muslim who congratulates or attends a Christmas ceremony that is not a non-Muslim ritual of worship. This reasoning is in accordance with the boundary intended by teachers who consider merely visiting or attending a Christmas invitation which is considered to be merely humanitarian and worldly (Ath-Thabari, 2009). Those who do so assume that their actions are not the same as carrying out religious rituals. They also understand that the teachings of Islam concerning the issue of aqidah and monotheism are above all and believe that their actions are only social problems that are prevalent in socializing with non-Muslims. So, there can be a variety of opinions/perceptions in understanding the boundary.

Be selective about Allah's provisions in terms of food and drink, according to the Qur'an,

يَٰٓأَيُّهَا ٱلنَّاسُ كُلُوا۟ مِمَّا فِى ٱلْأَرْضِ حَلَٰلًا طَيِّبًا وَلَا تَتَّبِعُوا۟ خُطُوَٰتِ ٱلشَّيْطَٰنِ ۚ إِنَّهُۥ لَكُمْ عَدُوٌّ مُّبِينٌ

Translation: O people, eat halal better than that which is on the earth, and do not follow the steps of Satan; for surely Shaitan is a real enemy to you (Q.S. Al-Baqarah[2]: 168).

Halal food in question is a food that is allowed according to the provisions of Islamic law, halal substances such as rice, fruits, and side dishes. Halal is essentially a portion of food that is obtained or processed in the right way, according to Islam (Shihab: 1992). It also refers to a code of conduct which is permitted by Shariah which it applies to every activity carried out by a Muslim (Rezai et al.: 2012). Therefore, meat that had not been slaughtered according to Islamic rules are also forbidden for all Muslims (Salman & Siddiqui: 2014). Even the supply chain of the meat products should be considered halal as the demands of halal consumers (Alqudsi: 2014). Haram food is the opposite, which is haram substances such as dog meat, pork, blood, including carcasses other than fish and grasshoppers, and it is kind according to fiqh provisions. It is strictly forbidden; namely, food obtained or processed is not in accordance with the provisions of Islamic teachings, for example, halal animals slaughtered not by the name of Allah, food from the results of corruption/robbery results and others (Al-Qurtubi, 2007).

The affirmation of the above verse is not only the command to eat halal food, but also to eat food from the good. In tune with the following word of God, يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ كُلُواْ مِن طَيِّبَٰتِ مَا رَزَقْنَٰكُمْ وَٱشْكُرُواْ لِلَّهِ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ Translation: “O you who believe, eat among the good fortune that We have given to you and give thanks to Allah if you really worship Him.” (Q.S.Al-Baqarah[2]: 172)

The statement to consume halal and good food, Allah repeated in several verses of the Al-Qur’an, (Shihab, 1992) shows how important it is to be selective in this matter. It is not difficult to distinguish between halal and good food because halal food is certainly good, but good food is not necessarily halal (Shihab, 1992). The criteria for good food are good when considered sensibly and good in terms of health measures. So, indicators of good food are conditional also situational from the person concerned and from the habits of local people.

All Muslim teachers in public schools understand that food and drinks consumed affect personal attitudes and behaviour. Therefore, they are very cautious, including doubts such as attitudes adopted by Islamic Religious Education teachers and some other Muslims, as reminded by Rasulullah SAW in the hadith which means:

> From Abu Abdillah Nu'man bin Basyir r.a, "I heard Rasulullah SAW saying," verily the halal is clear, and the haram is clear. Between them, there are cases that are doubtful (vague) that are not known by many people. So whoever is afraid of doubtfulness, it means he has saved his religion and honour. And whoever is involved in the case of doubtfulness, will be involved in a case that is forbidden, as a shepherd who is herding animals around (fields) that are forbidden to enter it. Know that every king has a ban, and the prohibition of God is what He forbids. Know that there is a lump of flesh inside, if he is good, then this whole body is good, and if he is bad, then the whole body is bad. Know that he is a heart. (H.R. Bukhari).

Based on the above hadith, the teacher who receives doubts about the halal nature of the food or drinks needed is the implementation of beliefs that originate from religion. This certainly has a strong influence on individual behaviour because it is the source of the highest and more absolute values (Buseri: 2010). Moreover, halal food awareness is caused highly by health reason as the contributing predictor (Ambali & Bakar: 2014). Even more, non-Muslim consumers showed positive attitudes towards Halal concept on food (Mathew et al.: 2014). This is a very important value for a Muslim, of course, it cannot be accepted from the attitudes and activities of a person, including teachers who represent the individual followers of Islam, as well as a servant state serving in schools and as members of the community. That attitude has been bound in every Muslim and has become the culture and principles applied in social life.

It is often heard from the teacher's explanation that develops universal religious values through face-to-face learning in class. This is a necessity in serving public schools where the community in it is multi-faith and religious. It means that the teacher has also implemented integrated learning (Raihani: 2014), which is to mix religious lessons universally with other knowledge (Yamin: 2007). Teaching religious to shape religious culture at the school effects on the students’ attitude in terms of their spirituality, brotherhood, tolerant, discipline and

motivation in learning activities (Sahlan: 2014). It is expected the function of education is felt to be very effective in helping to strengthen life in peace (Fontana: 2015). Likewise, with Islamic Education teachers who correct the interpretation of tolerance which is not right, which is finding Muslim students who take part in various activities ahead of Christmas commemoration in schools including drawing a Christian cross, he asserted that Islam must indeed tolerate to all human beings other than those related to i'tiqadiyah (belief/monotheism). Tolerance relating to muamalah problems is permitted, while those relating to i'tiqad issues are strictly prohibited and are among the most principle. The importance of drawing a Christian cross is not for business, nor is it for drawing practice, but it is feared that misinterpretation will occur, both by the person concerned and the classmates who found it. Therefore, teaching students to be able to religiously tolerance is imperative. The students are generally able to understand good religious tolerance when they understand the actual inclusiveness of Islam from different religious societies (Firdaus: 2018).

The understanding of religious teachers about the concepts of tolerance and religious harmony obtained results that religious teachers already understood the concepts of tolerance and religious harmony. Not only an adequate level of education but also experience teaching in multi-faith public schools. It is important since the teacher is one of the subjects that should take responsibility for internalizing tolerance values in Islamic education by giving examples of tolerance behaviour in the learning process (Nugroho: 2018). Teacher attitudes may also shape student attitudes in a variety of domains (Trevino et al.: 2018), in which the must-have greater sensitivity and empathy, and also deep religious convictions, reflected in their behaviour and in their way of relating with the student (Ene & Barna: 2015). Timothy (2015) also found that teacher could decrease students' ethnic and religious prejudice by using a certain method- as he used Generalization Assessment Game (GAG) in the research. Islam allows tolerance and religious harmony that tolerance and harmony are related to human rights that cannot be imposed by others because it is a belief that is imprinted in the heart as the Qur'an says "for you your religion and for me my religion".

The attitude is shown by Islamic Religious Education teachers which corrects the students' mindset that Islam allows tolerance related to social/muamalah problems and there must be self-limitation as the principle of tolerating issues concerning i'tiqadiyah is correct as stated above. This attitude does not mean intolerance, but rather as a reference for Muslims in applying the right tolerance that is to anticipate from a negative view. (Arends: 2008) said that the greater policy regarding the role of religion in certain schools might be outside the influence of the teacher, but the teacher can play a vital role in teaching about religion and its values and set an example of attitudes of respect and tolerance for various religious beliefs. Teachers are the agent for students in providing them with the best medium for learning tolerance (Anwar, 2015). In order for students to think critically in understanding religion outside the teachings that must be accepted dogmatically (Lin: 2018).

Maintaining tolerance does not mean you have to be the same in everything. (Zuo' an: 2013) called it "harmony without uniformity". This is what is shown by the teachers. They live mutual understanding, respect each other, choose to be anticipative towards things that lead to conflicts of intolerance. This was evidenced during the founding of the school where they served there had never been a conflict related to religious tolerance. Nevertheless, reminded by (Hasan: 2007) in his book Adad Badamai: Interaction of Islamic Law and Customary Law in Banjar Communities, that "although it seems that social and religious conditions are quite calm, it is assumed that these calm conditions are no guarantee that they will not appear conflict. "This opinion is in accordance with the conditions in the school because a public education institution that gathers and associates with people of different backgrounds, including religion is natural to experience different things. The most important thing is not a different problem, but how to respond to differences, especially if it is feared to lead to conflict.

As in the school, there was a case of light discussion between Muslim teachers and Protestant teachers, which touched on the substance of religious teachings. Even from the small talk, that is personal, but if it is not anticipated, it can lead to communal fighting. It has been reminded by (Isre: 2003) that momentum is usually only in the form of small fights between two individuals about something that is very trivial or far from

the root of the conflict, but serves to justify the onset of a large-scale conflict. Likewise, with the case of the distribution of the Bible to Muslim students. If it is not wise in practising religion, it can lead to high sensitivity. This is also reminded by (Isre: 2003) that the spread of religion from each of the religious groups is often alleged as a source of tension between one religious adherent with another religious adherent. In this case, religious broadcasting goes well orally through print media such as brochures, pamphlets, leaflets and so on, as well as electronic media, as well as other media that can cause vulnerability in the field of religious life harmony (Yang & Ahmad Ishak: 2015), especially aimed at people who have embraced other religions.

A school principal becomes the most responsible for everything that happens in the school, including for maintaining habits that have mutual respect and maintaining tolerance (Fontana: 2015), the role of practical politics in education is felt to be very helpful. Because religion and its imprudent implementation of teachings can lead to religious tensions which in turn can lead to communal conflicts, in order to optimize the conducive school climate, the school principal should create the physical condition of the school, and the socio-emotional condition is pleasant (Murtedjo & Suharningsih: 2018). Therefore, a school principal requires a series of appropriate leadership skills to bring the school, staffs and students to a high level of achievement, and to maintain school effectiveness (Piaw et al.: 2014). School principals also have significant roles in establishing professional learning communities (Bayler et al.: 2015).

If we look at the two cases that lead to intolerance above, the two teachers involved in the first case were aware of each other if it leads to intolerance and there was a fear that conflict will occur, they tried to solve the problem without involving a third party. Unlike the second case, it was resolved by the school principal as a third party because it was not possible to be resolved by both parties. Small problems can become big if they are not anticipated (Stark & Wang: 2015), and offers ways to resolve problems if intolerance leads or occurs (Hasan: 2007). First, it can be done by both parties as a family (reconciliation). The second method is carried out by both parties by using the services of a third party as an intermediary or mediator. The third method is carried out by force on both sides by the community or state power (legitimacy).

As in the first case above, according to the first method offered by Ahmadi Hasan, it is settled in a family way. (Schulze: 2017) said that good communication is highly effective in solving problems. This can be done because each party is aware of and based on a good sense of friendship. In addition, (Zulkefli et al.: 2018) mentioned that social interaction and communication between different religions are essential to guarantee a harmonious society. The existence of harmony could prevent any conflict, which contributes to the fragility of inter-religious relations and political instability. The second case, such as the offer of problem-solving uses a third party as a mediator, in this case, the principal. This means that the principal's power greatly determines policies and decisions. A school depends on the principal, so if it happens in a country depends on the principal of the country (Panggabean: 2018).

So, the implementation of tolerance in a school from its inception until now implements an attitude of tolerance between religions and between religions as well and always guarding. Even though something happened that almost leads to religious intolerance, it can be managed by the teacher so that it does not cause conflict. (Suwarno: 2005) said that the positive way to look at a conflict/ potential conflict is to take it as an opportunity to communicate and create an understanding with other people and be able to live side by side while respecting the differences. The attitude displayed by the teacher is in accordance with the results of the dialogue formulation of the development of multicultural insights between the central religious leaders and the religious leaders of Central Kalimantan Province, which was held on October 13-15, 2003. The Minister of Religion of the Republic of Indonesia in his written remarks was read by the Head of the Religion Research and Development Agency, and the Religious Education Department of the Ministry of Religion between others said that differences should be an asset that must be developed, it lies in how to manage those differences (Departemen Agama RI: 2008). As differences exist in schools because they can be managed well, it becomes the strength of schools to achieve the goals of the institution, which are a common goal.

A fact in schools illustrates that the majority of religious adherents also influence the implementation of its religious culture, meaning that the majority of religions in schools are able to show a caring, open attitude

and non-Muslim parties feel confident and secure in serving. This generally applies throughout Indonesia for the majority of Muslims. (Madjid: 1995) said that Islam has proven its ability to convincingly carry out tolerance and pluralism uniquely in the history of religions in which Islam is the majority model so that other religions do not experience significant difficulties. Along with this reality, Muslim personnel in every institution, including schools, must be an open group, who can appear with confidence, and behave as humans who protect other groups. This is because in Islam there is already a doctrine about practising religion universally, "Islam provides a religious foundation for adherents to accept the existence of other religions and establish good relations for their adherents" (Hamdie: 2006). Unfortunately, people are often misguided or divided in the name of religion and culture, despite the fact that the philosophy of every religion is based on peace and harmony (Wani et al.: 2015).

There are several government policies in maintaining religious tolerance in Indonesia. For example 1) agree in disagreement was government policy at the time of the Minister of Religion Mukti Ali who introduced the basic principles of harmony; 2) during the Minister of Religion Alamsyah Ratu Perwira Negara, he developed an approach that was named "harmony trilogy", namely internal harmony, between religions and between religious communities and the government; 3) the time of the Minister of Religion Munawir Sadzali until the time of the Minister of Religion Malik Fajar, they continued a policy called dynamic harmony which aims to establish a wider social life among religious people; 4) during the Minister of Religion Tolchah Hasan and Said Agil Husin Al-Munawar, they were more directed towards the realization of humanity's attitude with a policy of "developing multicultural insight" including an approach that embraced by buzzing nationalist feelings. One of the right discourses to maintain religious tolerance in Indonesia is to campaign for the spirit of nationalism (Mulya & Aditomo: 2019).

This study indicates that all teachers feel the function of religion, namely the function of meaning and function of identity (Durkheim: 2002), and religious life-oriented at school cannot be separated from all activities at school including the principal and teachers (Raihani: 2014). Although it is said that religion originates from God (Hidayat: 1998), the meaning and actualization of religion will only be realized when the religion is understood, internalized, and practised by its adherents. In addition, fiqh education is not only at the level of cognition but also internalized in affective and psychomotor level so that it becomes a character (Kholish & Wekke: 2018).

CONCLUSION

The result of the study shows that Muslim teachers have varied attitudes towards Christmas celebrations carried out by non-Muslim teachers in public junior high schools, everyone makes a conscious and flexible effort in anticipating intolerance among other religious communities and between religious communities responding to Christmas celebrations; they establish a system of tolerance responding to Christmas celebrations and prioritizing teamwork and togetherness, and prioritizing the prevention of Christmas celebration conflicts through good communication and mutual understanding that differences are a necessity.

As a recommendation to the Ministry of Education and Culture to provide the development of religious tolerance in accordance with the potential and culture of the school, so that it has its own characteristics that can be the wealth of Indonesia, and teachers as the spearhead of education implementers must be anticipative in minimizing intolerance, so conflicts do not occur.

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Correlation Between E-Government and Corruption Risks in Kazakhstan

Correlación entre el gobierno electrónico y los riesgos de corrupción en Kazajstán

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RESUMEN

Este artículo es una extensión del tema del gobierno electrónico como herramienta para luchar contra la corrupción. El gobierno electrónico, que permite a los ciudadanos contactar directamente a las autoridades estatales a través de Internet, elimina el contacto con los funcionarios, lo que reduce su función permisiva y los riesgos de corrupción, garantizando la transparencia y la rendición de cuentas. El propósito de este artículo es un análisis comparativo del desarrollo del gobierno electrónico en diferentes países de Europa y Asia, así como la consideración de la correlación entre la expansión de las funciones de gobierno electrónico y la reducción de los riesgos de corrupción en Kazajstán.

Palabras clave: Correlación, corrupción, gobierno electrónico, responsabilidad, transparencia.

ABSTRACT

This article is an extension of the theme of e-government as a tool to struggle with corruption. E-government, enabling citizens to directly contact state authorities via the Internet, eliminates contact with officials, thereby reducing their permissive function and the risks of corruption, ensuring transparency and accountability. The purpose of this article is a comparative analysis of the development of e-government in different countries of Europe and Asia, as well as consideration of the correlation between the expansion of e-government functions and the reduction of corruption risks in Kazakhstan.

Keywords: Accountability, correlation, corruption, e-government, transparency.

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INTRODUCTION

E-government is a new paradigm of public administration, displacing the traditional, and paper, bureaucratic paradigm, which, according to Max Weber, is described as "centralization, specialization, standardization and routine". The e-government paradigm is based on one-window services, where public services are carried out electronically. Thus simplifying, standardizing, anonymizing the public services to citizens, making them much more mobile and transparent (Bondarenko et al.: 2020). The transition from the industrial to the post-industrial stage of development leads to the transformation of the whole life of society, including the economic, social, and political areas. Giving an answer to the question of how relations between citizens and the state are changing, we can confidently say that e-government enhances transparency, accountability, the gap between government and society and the anti-corruption component. The purpose of the article is an attempt to find a correlation between the introduction of electronic public services and the reduction of corruption in Kazakhstan.

LITERATURE REVIEW

According to many researchers, as Bhatnagar and Apikul (2006), Andersen (2009), Elbahnasawy (2014), the potential impact of e-government on reducing corruption is undeniable. Bhatnagar and Apikul (2006) claim that the use of information and communication technology (ICTs) has dramatically changed public services. Bertot et al. (2012) make a general theoretical conclusion about the potential of applying e-government to improve transparency and strengthen anti-corruption actions. Bhatnagar and Apikul (2006) highlight four anti-corruption strategies using e-government. The first one is a prevention strategy, which implies preventive measures of reducing corruption, particularly reducing bureaucracy, simplifying rules and procedures, eliminating intermediary officials, which anonymizes and standardizes the process of providing services and reduces the possibility of abuse of authority and power. The second one is a pressure strategy, which is possible due to the transparency of electronic communications and the ability to monitor the progress of online procedures, requests, appeals to state authorities by citizens. The third is an accountability strategy is implemented by increasing access to information, data publicity, and empowering citizens, publishing government information. The fourth strategy contributes to the development of computer literacy and civic culture of people, which largely eliminates corruption. Among global e-government researches, there is empirical evidence for a clear quantitative correlation between the application of e-government and the reduction of corruption in both developing and developed countries.

Andersen (2009) states that the prevalence of e-government from 10% to 90% means a reduction in corruption from 23% to 10%. Elbahnasawy (2014) claims that "the influence of e-government on the struggle with corruption is clearly positive and empirical results show that e-government is an important tool in the fight against corruption". Studies of Lio, Liu, and Ou (2011) based on data from 70 countries, from 1998 to 2005, they also come down to the hypothesis that there is "a strong theoretical basis to believe that e-government can promote transparency and accountability and the Internet can be used as a tool to fight corruption effectively". Later studies such as Knox and Janenova (2019), Mensah and Mi (2019), Kizabekova and Chernyshenko (2020) consider the impact of e-government and electronic communications overall on the development of publicity, transparency and accountability in society. Estonian researcher Karv (2015) examined the correlation factors between the introduction of electronic services and the reduction of corruption in Estonia, a young European country with great success in implantation of electronic government. Ukrainian researcher Melenchuk (2018), following the Estonian analyst, also deduces a possible correlation between electronic public services and a decrease in street corruption.

METHODS

In our study, we relied on the method of the Estonian researcher Karv (2015) in which he uses the method of comparison and distinguishes four factors of correlation of e-government to reduce corruption. These are the elimination of intermediaries between citizens and authorities; increasing transparency; increasing accountability; narrowing the gap between citizens and government officials. The applied method consists in comparing the indicators, and in the influence that they have on other indicators, which is calculated by measuring the key global indicators of public administration efficiency. So, the decrease in intermediaries between citizens and the state is calculated by using an indicator, the number of Internet users and electronic appeals of citizens. The increase in transparency is measured by Transparency International through the Corruption Perceptions Index. Accountability is reflected in the World Bank's Global Governance Indicator – World Government Indicator (WGI). The narrowing of the gap between citizens and government authorities is measured by using the criterion of citizens' trust in the state (Eurobarometer Research). These indicators are closely interrelated, and each of them has a separate effect on reducing the level of corruption. The applied methodology consists in studying the influence of some indicators on others, where the determination of correlation factors is most important. The article makes extensive use of content analysis of various sources of information, documents, and analytical reports.

RESULTS

According to the data of the General prosecutor's office of the Republic of Kazakhstan, the most corrupt areas in Kazakhstan are the government procurement system; licensing area, including state authorities issuing licenses and permits, ministries, committees, departments; control and supervisory authorities (police, Ministry of Internal Affairs, the court of justice, tax and financial, sanitary inspections, customs,); social area of education and healthcare. To reduce corruption, electronic government services were introduced in the following areas: governmental procurement, electronic licensing sectors, electronic business registration, electronic customs declaration, specialized electronic service centres for the issuance of a driver's license and registration of transport, electronic service in the social sectors.

The first factor influencing the impact of electronic services on petty corruption is the reduction of intermediaries between citizens and the state, the so-called "middle-man", officials who are obliged to provide state services to citizens without delay. The elimination of "middle-man" was measured using an indicator of the usage of the Internet for interaction with government agencies. Looking through the data, we can see how many people use computers and the Internet to communicate with government services. This indicator of the use of the Internet in addressing government authorities automatically determines the elimination of officials in the chain of interconnections between people and the state. According to data from Tyulyagin (2019), Kazakhstan ranks 44th out of 209 countries in terms of the number of Internet users.

Country	Number of users	Population	Rate by quantity Internet users	Internet penetration	Rate by penetration of the Internet
Kazakhstan	13913699	18 204499	44	78,90% (2018)	62

Table 1. Rating of the countries of the world by the number of Internet users (Tyulyagin: 2019)

The stated factors speak in favour of the increase in the number of electronic state services that nowadays the registry of state services in Kazakhstan totals 741 items, of which 454, or 61%, are available in electronic form. At the same time, 165 state services are available exclusively in electronic format, including licenses and permitting documents, as well as services for subsidizing entrepreneurship. According to forecasts, the Ministry of Information of Kazakhstan will automate 80% in 2019, and 90% of state services in 2020, the number of documents submitted in paper form will decrease by 110 million documents a year. 90% of state services in Kazakhstan in the next two years will be available online (Gorbunova: 2019). Kazakhstan is systematically digitalizing. In 2013, "the Information Kazakhstan 2020" program was launched, which resulted in significant success in promoting the development rating of the e-government readiness index (EGDI).

EGDI	2018	2016	2014	2012	2010	2008
Kazakhstan	39	33	28	38	46	81

Table 2. Rating of Kazakhstan by the e-government readiness index for ten years, from 2008 to 2018 (United Nations: 2018)

Also, since the beginning of 2018, the large-scale "Digital Kazakhstan Program" has been implemented in the country. One of the missions of this program includes measures to improve the quality and increase the number of state services provided online, which will reduce bureaucracy and corruption, as well as make government agencies more efficient and public. (State Digital Kazakhstan Program: 2018).

The second very important correlation factor is Transparency, which is calculated by the international rating organization Transparency International (TI). At the moment, there is a gradual growth of Kazakhstan in the corruption perception index. In 2019, Kazakhstan ranked 113 places. It is the best result in the entire history of participation in this world ranking.

According to TI experts, "the main positive changes in this rating are, first of all, associated with the adoption of new anti-corruption legislation, the introduction of public control, the implementation of systematic and consistent work to eliminate the causes and conditions of corruption, and the improvement of providing state services." (Index of /download/rcsaci/actual-research: 2017). A lot has been done by the government of Kazakhstan in favour of developing transparency over this time. Namely, in 2015, the Internet portal "Open Government for Citizens" was created, which consists of such components as open data, open legal and regulatory instruments, open dialogue, open budgets, as well as an assessment of the effectiveness of state agencies.

The third important factor arising from transparency is the accountability of state agencies to citizens. An indicator of accountability is the World Government Indicator (WGI), which takes into account such indicators as "Voting rights and accountability to society". This project is implemented by the World Bank to computing government performance. This indicator is calculated on a 100 scale as we see from Table 3. Kazakhstan so far is gaining only 15-16 percent out of 100.

Country	Voice and Accountability	2018	15,76355
Kazakhstan	Voice and Accountability	2017	13,79310
Kazakhstan	Voice and Accountability	2016	13,79310
Kazakhstan	Voice and Accountability	2015	16,25616
Kazakhstan	Voice and Accountability	2014	14,28571
Kazakhstan	Voice and Accountability	2013	14,08451
Kazakhstan	Voice and Accountability	2012	15,02347
Kazakhstan	Voice and Accountability	2011	15,02347

Table 3. Indicator Voting rights and accountability according to the World Government Indicator (WGI) (2018)

The fourth correlation factor is to narrow the gap between citizens and government officials and increase citizens' trust in the state. In Estonia, Eurobarometer studies are used to measure this indicator, which is not possible for Kazakhstan. Therefore, we can refer to sociological polls conducted in Kazakhstan about what citizens think about corruption. The results of numerous opinion polls show an increase in intolerance to corruption. An important role is played by the active propaganda of an anti-corruption culture, both among young people and among the adult population, the formation of helplines, where citizens can turn about corruption offences. Also, the Anti-Corruption Agency of the Republic of Kazakhstan introduced a system of rewards for reporting verified facts of corruption, while the amount of reward should be 10% of the amount of the alleged bribe. For example, in the analytical report of the Academy of Public Administration under the President of the Republic of Kazakhstan (Index of /download/rcsaci/actual-research: 2017), it was stated that "the number of people who negatively perceive corruption increased by 20.7% (from 60,7% in 2016 to 81.4% in 2017), the number of people who assess the level of corruption in the country as average and high has decreased (from 72.7% in 2016 to 70.1% in 2017). We can also claim about the increase in the anti-corruption activity of civil societies and, especially, as Kazakhstani researchers Rystina I. (2012), Kukusheva N. (2019) points out among the youth of Kazakhstan. So, in 2017, 55.5% of the population surveyed said they were ready to personally provide support in reducing corruption, when, as in 2016, this figure was 53.1%. In many ways, these changes are the result of the implementation of new approaches to involve society in the anti-corruption movement.

DISCUSSION

As we clear up, through the analysis of these four factors, there is a correlation of e-government in reducing corruption risks. According to the first factor, there is an increase in the growth of Internet users and electronic public services in Kazakhstan, which affect the reduction of intermediaries between citizens and the state, and consequently, the reduction of corruption. According to the second transparency factor, due to the efforts of the state, the introduction of new anti-corruption legislation, the institution of public control, as well as electronic public services, Kazakhstan has made some progress in the Transparency International (TI) rating of corruption perception, ranking 113th in 2019. However, in order to advance in this rating, Kazakhstan needs to struggle with not only petty and administrative corruption but also top corruption at a high level of power and capital (Tsindeliani: 2019). As to the third factor of accountability, electronic communications create a relationship between government agencies and citizens more transparent due to the possibility of electronic appeals, the presence of electronic receptions and electronic blogs of heads of government departments and ministries. According to the fourth factor of increasing citizens' trust in the state, it can be noted that precautions against corruption affect the reduction of the gap between citizens and civil servants and increase the trust of citizens in the state. However, e-government is not the only factor in reducing corruption but is one of the components of the overall fight against corruption. Correlation shows that e-government is effective in the struggle with petty and administrative corruption. Nevertheless, to fight against top corruption, comprehensive state measures are needed, including both preventive and possibly repressive anti-corruption measures.

We can see this from the experience of countries that have not succeeded in developing e-government but have great progress in reducing corruption. In this regard, we can trace the experience of countries like Estonia and Georgia. Estonia is a recognized leader in the development of e-government with the lowest prevalence of corruption. After the collapse of the USSR, Estonia, with a small territory and population, led by a young government, decided that digitalization is the way of modernization and the establishment of a new effective public administration. In 2013, the famous Skype video communication system was created with the

participation of Estonian specialists. Based on these phased measures, today, Estonia is a leader in the development of e-government, which affects the level of corruption.

Estonia is the least corrupt country in Europe. According to the Transparency International CPI index, the level of corruption in Estonia has been decreasing since 2004 with slight deviations. Thus, digitalization in Estonia, in many respects, ensured transparency of the government, safe data exchange, a healthy and educated population with access to social services, a favourable environment for business, reduction of corruption and bureaucracy (Index of /download/rcsaci/actual-research: 2017). Georgia, being one of the most corrupt countries in Eastern Europe at the beginning of 2000s, today is very successful in the fight against corruption. However, that is more associated with repressive rather than preventive measures. According to the researchers, "up to now, the level of perception of corruption among Georgian citizens is 4%, and only 2% actually faces bribery, while 77% of Georgians are satisfied with the government's anti-corruption efforts" (Dyusenov & Kabyldin: 2017). However, its progress in the fight against corruption can hardly be associated with the development of e-government, as its digitalization performance is not great. The UN study shows that Georgia falls behind regional and global trends in the development of e-government.

Country	E-government readiness rating	Corruption Perception Index Rating Transparency International
Estonia	16	18
Kazakhstan	39	113
Georgia	60	41

Table 4. A comparative analysis of the development of e-government and the corruption perception index

As we can see from Table 4, Estonia is recognized as the leader in the development of e-government, rated 16th among 193 countries of the world, accordingly, rated 18th in the corruption perception index. Georgia, succeeding in the fight against corruption (41st) is not successful in the development of e-government, rated the only 60th. Kazakhstan, occupying a good position in the development of e-government (39th), rated low (113th) in the rating of corruption, but it is a progress compared to previous years.

CONCLUSION

The phenomenon of corruption is as multidimensional and multifaceted as the power itself since corruption is a shadow of power. Many causes of corruption's emergence, as well as methods to struggle with it, cannot be considered in one study. Based on research in Estonia, we tried to mark variables that correlate with a positive effect on reducing corruption risks in Kazakhstan. In general, the social and economic effect of e-government on the development of the country is enormous. In the economic, this manifests itself in the form of an increase in the index of the simplicity of doing business and competitiveness; in the social sphere in the form of increasing transparency and reducing corruption; in politics in the development of accountability and feedback between the state and civil society. However, there are many factors that reduce corruption, which is not limited to the introduction of e-government. In this regard, we pointed to the experience of Georgia.

The conclusion of this research is that, despite the fact that electronic public services are not the only way to reduce corruption, they are one of the important preventive measures to reduce corruption risks. In this case, we use the term "corruption risks" rather than corruption overall, as these four correlation factors affect corruption risks as a potential possibility of corruption, which we tried to prove using Kazakhstan as an example. Certainly, for the confident conclusions of the correlation between electronic services and the reduction of real corruption the time is needed, because according to experts, it takes longer than one year to assess the impact of the fight against corruption on a state of democracy. From this, we can conclude that in

the historical time perspective, with the development of measures taken by the e-government to develop transparency and accountability, this correlation will be more visible and more distinct for future comparative studies.

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Artículos

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Harmony Among Family Members with Different Religions: Case Ngaju Dayak

Armonía entre miembros de la familia con diferentes religiones: caso Ngaju Dayak

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RESUMEN

En la perspectiva de la teoría del conflicto, la armonía familiar se crea debido a la coerción, tanto por el sistema como por los grupos más fuertes a los grupos más débiles. Académicamente, los resultados de este estudio tienen una contribución científica para enriquecer las teorías sociales modernas como lo sugieren los sociólogos en la teoría estructural funcional y la teoría de conflictos. Además, también se espera que los resultados del estudio puedan proporcionar información suficiente para crear una forma alternativa de reducir los conflictos interreligiosos en Indonesia.

Palabras clave: Armonía interreligiosa, familia Dayak Ngaju, teoría del conflicto, teoría estructural funcional

ABSTRACT

In the perspective of conflict theory, family harmony is created due to coercion, both by the system and by the stronger groups to the weaker ones. Academically, the results of this study have a scientific contribution in order to enrich modern social theories as suggested by sociologists in functional, structural and conflict theory. In addition, it is also expected that the results of the study can give sufficient information to create an alternative way of reducing inter-religious conflicts in Indonesia.

Keywords: Conflict theory, Dayak Ngaju family, functional, inter-religious harmony, structural theory.

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INTRODUCTION

Religious conflict is a common problem in a country with various religious beliefs or two countries or more with different religious beliefs. I general, there two ways of conceptualizing religious conflicts, namely identity-based conceptualization and issue-based conceptualization (Svensson & Nilsson: 2017). Identity-based conceptualization deals with conflicts, which happen between two different religious groups without any specific religious issue. While on the contrary, Issue-based conceptualization has something to do with conflicts which focus merely on specific religious issues. In addition, considering the ethics, which are involved in the religious conflict, it also can be classified into a single ethnoreligious conflict or a multi ethnoreligious conflict. An example of a single ethnoreligious conflict is the religious conflict in Sri Lanka which took place between Sinhala-Buddhist majority community and minority community (Gunatilleke: 2018). While the example of multi ethnoreligious conflict is the conflict that happened in Nigeria, that is argued caused by the diversities of religions and ethnics in that country (Ahmad & Ahmad: 2019; Ede & Chiaghanam: 2018).

Religious conflicts bring various negative impacts on the country. In some cases, religious conflicts may cause ethnic conflicts, especially when one religious belief of a certain ethnic threatened the other beliefs of a different religion from different ethnic (Fox: 2000). Religious conflict may also become a subordinate source of political conflicts, but it has a great role during its process that able to affect national security (Hasenclever & Rittberger: 2000). In other words, religious conflicts may cause national insecurity (Use: 2015). Furthermore, national insecurity may bring greater impacts, such as the world views on the country's reputation, economic growth and stability (Fatima: 2014). In Africa, for instance, religious and ethnic nationalism has led to conflicts about control of state power, unequal allocation of resources, citizenship issues, state collapse, economic decline and ethnoreligious clashes (Canci & Odukoya: 2016; Ahmad & Ahmad: 2018). It means that religious conflicts will make the country suffers a severe condition both in the national and international levels. Moreover, religious conflicts also may bring a bigger problem than interstate war since it may lead to intrastate war (Juan: 2014).

Religious conflict can be triggered by several problems. Religious discrimination, for example, caused armed conflicts in sub-Saharan Africa (Basedau & Schaefer-Kehnert: 2019). Justifying violence by the use of religious myths, symbols, beliefs, and images, and dehumanization is also the cause of the fight between two different ethnics with different religions (Kadayifci-Orellana: 2009). It is believed that there is an endogenous relationship between religion and violence and it is argued that, in some cases of religious conflicts, religious rhetoric was adopted by the people who committed violence (Isaacs: 2016). Religious conflicts can also be related to political conflicts (Brubaker: 2015). It is also reported that inter-religious based organization has something to do with religious conflicts (Omotosho: 2014; Ahmad & Sahar: 2019). Furthermore, other factors that may lead to religious conflicts are historical, social, cultural, environmental, leadership and governance factors (Moywaywa: 2018).

This study tries to enrich the results of the previous studies using a different point of view. Since the previous studies identified the factors that cause religious conflicts, this study describes things that create harmony among people of different religions. Building inter-religious harmony is very important to maintain the economy, politic, and national stability (Zulkefli et al.: 2018). Restoring peace and religious harmony can be done by reducing factors which trigger the conflicts and enriching the factors which bound the members of those religions in harmony. This study focused on the harmony of Dayak Ngaju tribe families with different religions but lived in the same house. The Dayak Ngaju tribe is one of the tribes in Central Kalimantan that initially did not adhere to a particular religion recognized by the Indonesian government. This tribe adheres to a belief called Kaharingan. Along with the entry of Islam in the 14th century which spread through culture and Christianity in the 16th century which was brought by the Dutch through colonialism in Borneo, some Dayak tribes began to recognize later adhering to one of these two religions both through marriage and the transfer of belief to one's own consciousness. The process of the conversion took place until now so that one family can have various religions. In other tribes, if a family member converts, he/she will be sanctioned by exclusion

from the family and hostile. However, this rarely happens to the Dayak Ngaju tribes. They can still live in harmony, some of whom live in one house despite different beliefs.

Various researches have been done on the Dayak tribe, such as Dayak land and garden management systems (Crevello: 2004; Rahu et al.: 2014), the language and culture of the Dayak Ngaju people (Jay: 1989; Brunelle & Riehl: 2002), and people's beliefs in the Ngaju Dayak tribe (Chalmers: 2006; Baier, 2007a,b). However, the research focused more on Dayak culture and religion in general. Chalmers (2006), for example, illustrates how the process of Islamization took place in the Dayak Ngaju community that happened not because of coercion, but because of the factor of the high interaction between religions in the community. The study also discusses how different religious communities can live in harmony in society. Although the study discusses harmony in society, no study has specifically examined how harmony in the Dayak Ngaju tribal family can be formed even though family members are of different religions. This is an interesting phenomenon to study, especially from the perspective of functional, structural theory and conflict theory.

Considering the urgency of building peace among people of different religions, identifying things that create harmony among those people of different religions is important to be conducted. Therefore, this study aims to describe the dynamics of harmony between religious groups in the Ngaju Dayak tribe family in Central Kalimantan, analyzing the dynamics of harmony between Dayak Ngaju tribal family members according to the perspective of functional, structural theory, and analyze the dynamics of harmony according to the conflict theory perspective.

METHODS

This research used a qualitative approach. This study is classified into ethnography study, a study that describes people and culture (Marvasti: 2004). Since the purpose of this study is to describe the dynamics of harmony between religious groups in the Ngaju Dayak tribe family in Central Kalimantan, based on its purpose, this study is also can be categorized as descriptive study. A descriptive study is a type of research that its major purpose is to describe the state of affairs as it exists at present (Kothari: 2004). In selecting the sample of the study, the researcher used criterion-based or purposive sampling. It means that the chosen samples have particular and similar features or characteristics which enable the researcher to find the information that is needed in answering the research questions (Ritchie et al.: 2003). Therefore, in this study, the researcher selected Ngaju Dayak tribe families whose members of the families are of different religions, and all of them are living in one house and families of different religions who are living in different houses.

Ten families of Dayak Ngaju Community in Central Kalimantan, Indonesia with different religious backgrounds, such as Moslems, Christians, Catholics, and Hindus were part of the data. Data were collected using interview and observation techniques. An in-depth interview, which was conducted in four months, was conducted to members of the family with different religious beliefs to obtain a description of how inter-religion harmony works within the family, and how the members of the family view this harmony. In addition, the observation was also conducted to understand the house structures and the ornaments related to religious beliefs found in the house. The collected data were then analyzed using the interactive model analysis that consists of three steps, namely data reduction, data display, and conclusions: drawing/verifying (Miles et al.: 2014).

RESULTS

The dynamics of harmony between the religious communities of the Dayak Ngaju family

The inter-religious harmony in ten families in this study can be grouped into two categories. First, the true harmony category is a family group that has never experienced conflict when family members convert to the religion. The second category is conflicting family groups where families experience physical and/or mental violence when one of their family members changes their beliefs. The conflicts that have occurred in the second group are divided into two, namely, mental conflict with physical violence and mental conflict without physical violence.

True harmony occurs in eight families. It means that in those families, there is no violence or angry disagreement. Because in a simple way, harmony can be defined as order, which means the absence of strife (Neo: 2019). Based on the results of interviews, the harmony that occurred in these eight families can be divided into two categories, namely harmony in different religious families living in one house (three families: SK, ML and RW) and harmony in different religious families living in different homes (five families: Y, AM, MN, MJ and MA). The form of true harmony in the SK, ML and RW families is to give freedom to members of different religious families to carry out their respective worship, without any feeling of reluctance or discomfort with each other. Besides, non-muslim family members also provide prayer facilities for Muslim family members, celebrate the festivities of each religion, separate cooking and eating equipment, help prepare sahur and breaking the fast during Ramadan and to attend the wedding ceremony of Christian family members in the church, and vice versa. In addition, based on observations and interviews, there are religious properties or symbols of each religion hanging on the walls of the house, such as Jesus' pictures or posters, crosses and calligraphy verses of the Qur'an. However, some families have no religious properties or symbols at all because there is an agreement not to highlight religious symbols in homes inhabited by various religious family members. This is intended to safeguard the feelings of each believer so that harmony can be created.

Furthermore, religious harmony in different religious families that do not live in one house is in the families Y, AM, MN, MJ and MA. Harmony is manifested in activities such as visiting each other during the holidays of each religion and attending religious services for each party of different religions. Even though they did not attend the ritual ceremony, they allowed family members who wished to convert sincerely. Based on Mujiburrahman's theory, the form of harmony in these five families is in the category of mutual acceptance because family members who have different beliefs never question or prevent other family members from carrying out their religious teachings. In fact, family members can respect each other and accept each other sincerely.

Meanwhile, in the AS and YL families, harmony between family members from different religions was created after a conflict occurred. Deep conflicts that have caused physical violence have occurred quite long in the AS family while the YL family has experienced mental conflicts and does not lead to physical violence. This conflict can gradually come to an end because converts always show good attitudes towards other family members. The AS Muslim family finally allowed one of his family members to adhere to his new religion, Christianity, although in fact Muslim families still want that one-day family member who has converted to Christianity will return to Islam. Conversely, while on vacation and staying at the home of his Muslim parents, Christian family members never attend church services on Sundays to maintain the feeling of a Muslim family.

Likewise, for YL families who are predominantly Christian, their form of harmony is to visit each other during the holidays of each religion (Christmas, Eid al-Fitr and Eid al-Adha), allowing members of different religious families to worship each other even though Christian families still want family members who converted to Islam returned to Christianity and vice versa. Based on Mujiburrahman's theory, harmony in these two families is in the tolerance category.

The dynamics of Ngaju Dayak religious harmony from the perspective of functional structural theory

Functional, structural theory views society as a social system consisting of parts that are interrelated and united in balance. Parsons states that functional, structural theory has the following assumptions. Firstly, the system has regular property and interdependent parts. Secondly, the system tends to move towards maintaining self-order or balance. Thirdly, the nature of the part of a system affects the shape of other parts. Fourthly, allocation and integration are two fundamental processes needed to maintain the balance of the system, and the last, the system tends towards the direction of self-balance that includes maintaining the relationship between parts and the whole system, controlling the different environments and controlling the tendency to change the system from within (Ritzer & Goodman: 2008).

From Parsons' first theories and assumptions, family members from eight families (SK, Y, ML, AM, MN, MJ, RW and MA), have feelings of interdependence, kinship ties or blood ties with one another despite different religions. They always maintain and maintain a balanced relationship between family members so that harmony can be created (second and third assumptions of Parsons). In addition, harmony is also supported by the system of life philosophy of the Dayak tribe, namely Huma Betang (a large and long traditional house, inhabited by 10 to 100 families) that is actually practised as a habit, passed down through tradition, not through verbality (fifth assumption of Parsons). The values of togetherness, democracy, equality and mutual respect are value systems that attach family members, upheld above all differences and interests (Parsons' fourth assumption).

The inter-religious harmony in the eight families above can be created because of the four important functions in the social system as stated by Talcott Parsons in functional, structural theory, namely the function of Adaptation, Goal Attainment, Integration and Latency (AGIL). Each family member in the eight families adapted to each other by using the values or moral norms of the Dayak culture so that security was fulfilled. It began in the Huma Betang environment and then spread and expanded into the family system or structure. The values or moral norms of the Dayak culture are kinship values (oloh itah), blood ties (heredity) and the values of the philosophy of Huma Betang. The adaptation is carried out by each family member to achieve goal attainment, namely the peace and harmony of relations between family members. Therefore, family members of different religions can be integrated into a family social system. Furthermore, harmony, peace and harmony continue to be maintained (Latency). They have a general agreement in the form of the philosophical values of Huma Betang and the values of kinship ties (oloh itah) and blood ties (heredity) that can overcome differences in religion or belief among family members. The same thing happened to families of AS and YL who had conflicts first before finally living in harmony.

The dynamics of Ngaju Dayak religious harmony from the perspective of conflict theory

In the perspective of conflict theory, the existence of harmony in society does not mean there is no conflict. Conflict always exists in the community because harmony and order are built based on coercion by the system or law. In the ten families above, there were conflicts, both closed conflicts (SK, Y, ML, AM, MN, MJ, RW and MA families) and open conflicts (AS and YL families).

Conflict theory, as defined by Alo Liliweri, states that a conflict is a form of disagreement produced by individuals or groups because of differences in attitudes, beliefs, values or needs. Religious differences can be interpreted as differences in attitudes, beliefs and values, as shown in the families of SK, Y, ML, AM, MN, MJ, RW and MA. Real conflicts also occur in two families (AS and YL families). According to conflict theory, people's lives are always characterized by competition that leads to conflict despite the fact that conflicts that have occurred in AS and YL families and eight other families are not due to competition, but because of opposition or differences in beliefs/beliefs. Conflict in the form of disagreement in AS and YL families eventually gave birth to harmony. Conflict theory states that the order found in society comes from coercing its members by emphasizing the role of power in maintaining order in society (Ritzer & Goodman: 2008).

Harmony in families experiencing conflict can be rebuilt. For example, harmony in AS family can occur even though most family members adhere to Islam while their daughter (MM) converts to Protestant Christianity. In the perspective of conflict theory, what happens to AS families is not caused by consensus among family members. It is caused by the coercion from stronger groups (in this case, Muslim family members) to weaker groups (MM which is a Protestant Christianity). Besides, harmony can exist due to the existence of laws, regulations, values or norms which, according to the perspective of conflict theory, is actually something that is forced such as the value of the philosophy of Huma Betang, the philosophy of oloh itah (as fellow Dayak Ngaju people), and values heredity (blood ties). When coercion from a stronger group is accepted without any resistance from the weaker group, it is called harmonious. The same thing happened in the YL family. The families of Protestant Christians are a stronger group, while YL who are Muslims are a weak group.

Similarly, Dahrendorf stated that conflict theory examines conflicts of interest and coercion that unite the community in facing the pressures of conflict of interest in society. Conflicts that occur in AS and YL families, as stated by Lewis A. Coser, have two functions: positive and negative. The negative function of conflict in the two families resulted in division and damage to the social structure of the family, especially in AS family where physical violence occurred. However, the conflict in these two families also had a positive function that led to the unification of the family's social structure because of the "safety valve." In AS families, the safety valve was in the form of no resistance from MM who converted to Protestant Christianity and continued to show good attitude towards Muslim families, while in the YL family, the safety valve is a well-formed communication channel so that non-Muslim family members can understand the conversion of YL from Protestant to Islam.

What happened to eight other families also showed that conflict or dispute of belief did not arise because communication between family members and also the safety valve in the form of culture and philosophy of Huma Betang, kinship culture among fellow Dayaks (feeling), feeling of blood ties (heredity), and religious attitudes occur. When viewed from the type of conflict in Coser's theory, conflict is divided into two types, namely, realistic conflict and non-realistic conflict. Conflicts that occur in AS and YL families are called realistic conflicts, originating from the demands of the family to remain in the same religion or belief. Related to this fact, Dahrendorf linked conflict theory to consensus theory. According to him, conflict and consensus are two essential phenomena that always exist in every society. Conflict theory examines conflicts of interest and coercion that unite society, while consensus theory examines integration in society. Communities will not exist without conflict and consensus. Conflict will not exist without the presence of consensus, and conversely, consensus will not exist without conflict.

Thus, harmony between family members who have experienced the conflict or not is actually created because of structural coercion that family members who have blood ties must live in harmony despite different beliefs. In addition, the values of the philosophy of Huma Betang that are still held and practised can be seen as a force from the structure.

Based on the description above, this study proved that functional, structural theory that was pioneered by Auguste Comte and Herbert Spencer and was developed by Emile Durkheim and Talcott Parsons, and conflict theory that was coined by Karl Marx and Max Weber which was later developed between others by George Simmel, Dahrendorf and Lewis Coser, have strengths and weaknesses at once. The strength is that the Dayak community can create harmony without preceded by previous conflicts because each party without any coercion functions to build harmony (functional, structural theory). In addition, there is also harmony created after being preceded by a conflict between family members (conflict theory). This fact shows the weak side of the two theories. Not all harmony is created without conflict (the weakness of functional, structural theory) and not all harmony is preceded by conflict and not all harmony is created because the element of coercion by the group is stronger to the weaker group (weakness of conflict theory).

DISCUSSION

According to Mujiburrahman (2006), harmony must be sustained by at least two things, namely a positive cultural attitude towards pluralism and structural conditions that support this positive attitude. A positive cultural attitude towards pluralism has three levels, from the lowest to the highest level, namely tolerance, mutual acceptance, and cooperation. First, tolerance is an attitude of refraining from prohibiting, disturbing and oppressing other people or groups for certain reasons. It must be recognized that tolerance also has limits, which means something or someone else's actions that are not liked is placed at certain limits. Second, mutual acceptance is an effort to understand each other in social life while maintaining their respective identities, including religious identity. Third, cooperation is the willingness and ability of each different party to build mutual cooperation to achieve mutual interests (Mujiburrahman: 2009).

From the finding of the study above, it can be understood that the harmony between religious people at the level of "tolerance", i.e. acceptance of the very things one disagrees with, disapproves of or dislikes (Doorn: 2014). However, it still contains feelings of lack or dislike of other parties who have different beliefs but try to accept it by not disturbing, prohibiting or oppressing others to carry out their beliefs. It means that there is a need for tolerance to strengthen activity. The study that was conducted by Zulkarnain & Samsuri (2018) in Alor Regency East Nusa Tenggara Province shows that government leadership and religious leader figures have great role intolerance among people of different religions. Thus, the local government in Central Kalimantan and the religious leaders in that area should promote tolerance to their people. Besides government and religious leaders, education also has a great contribution in building tolerance (Kusuma & Susilo: 2020). Tolerance can be socialized at schools through the tolerance education in the hidden curriculum (Kurnawan: 2018). Another study that was conducted at school in order to foster ethnic and religious harmony is the study conducted by Obiekezie and Timothy (2015), their study found that the classroom language experience could foster positive changes in ethnic and religious prejudices. According to Istiningsih & Sumarni (2016), who conducted a study about tolerance character building through education, the most effective way of cultivating tolerance through education is “beyond the wall” model. This education model relies on factual practice. Students are brought to do real activities to help others of different beliefs or religion. This model becomes the best model because tolerance shule be implemented not delivered theoretically (Achmad: 2013). This kind of education model can be adopted by schools where Dayak Ngaju Tribes live in order to improve their tolerance, especially in religious education, because religion education has the greatest impact toward the inter-religious tolerance (Baidhawy, 2007). Yet, to build tolerance should be begun with the commitment of personal change (Szilagyi et al.: 2017).

The inter-religious harmony at the level of "accepting each other" is that each party accepts and acknowledges with full awareness the existence of other parties' beliefs as a social reality while maintaining their respective identities or beliefs. A study conducted by Asmara (2018), who tried to find the principles of religious harmony among the people of Sasak Tribe in Lombok, found that the principles are mutual respect, appreciating differences, keeping togetherness, fraternity, love of peace and abstinence to spread the disgrace of others. If it is seen from the result of that study, the inter-religious harmony in Ngaju Dayak families follows the mutual respect principle. Meanwhile, the harmony between religious people at the level of "cooperation" is the existence of cooperation built by each party with different beliefs to achieve common interests. The collaboration does not only concern daily needs but also involves cooperation in terms of facilitating the implementation of worship of each party with different beliefs. Based on the theory put forward by Mujiburrahman (2006), the form of harmony in the family of SK, ML and RW is cooperation. Both “accepting each other” and “cooperation” can bring inter-religious dialogue among people of different religions. Based on the result of the study that was conducted by Khotimah (2015), inter-religious dialogue is a good way of maintaining religious harmony. The similar finding also found by Popovska, Ristoska, and Payet (2017), who identified that dialogue can bring restoration to religious harmony. In Malaysia, based on the study conducted

by Yusof and Majid (2012), inter-religious dialogue model, which has been proven effective in building tolerance in Malaysia is educational type dialogue. This type of dialogue focuses on the similarities and differences, which consequently increase understanding and strengthen meaningful engagement among people of different ethnic and religious background.

CONCLUSION

Some conclusions can be drawn based on the results of the study, namely: (1) In general, the harmony between the religious communities of the Dayak Ngaju tribe has unique dynamics with certain characteristics not shared by other tribes. In particular, the dynamics of harmony can be described in three categories as follows; first, harmony between family religious communities is well established so that the members are at the level of "cooperation". Secondly, harmony began to be created after there had been little conflict so that they were at the level of "receiving each other". Thirdly, harmony is created after a very deep conflict has occurred so that they are at the level of "tolerance"; (2) In the perspective of the functional structural theory that views society in an orderly manner, each member of society plays four functions known as AGIL. Each family member in the ten families in this study has a role and function in creating harmony by adapting, integrating and maintaining relationships so that the family's social structure is maintained based on the values, norms or morals of their Dayak culture. However, according to the perspective of conflict theory that views the nature of society as a conflict because of competition, opposition or difference, harmony is created from forced coercion, such as by Huma Betang philosophy system, kinship and blood ties, religious attitudes and stronger to weaker groups. The conflict in the two families in this study, according to Lewis A. Coser, is a conflict that has a positive function, namely conflict as a process that is instrumental in the formation, unification and maintenance of social structures; and (3) Functional, structural theory and conflict theory based on the results of this study turned out to have weaknesses in addition to having strengths. Not all harmony is created without conflict (the weakness of functional, structural theory) and not all harmony contains or is preceded by conflict and not all harmony is created because the element of coercion by the stronger groups to the weaker groups (weakness of conflict theory).

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Spiritual Independence of an Artist's Personality in Postmodernity

Independencia espiritual de la personalidad de un artista en la posmodernidad

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RESUMEN

Utilizando el ejemplo de la película de Takeshi Kitano Aquiles y la tortuga, los autores intentan identificar el criterio del arte respondiendo a la pregunta de si el personaje principal de la película es un verdadero artista o un copista patético. Llevando a cabo un análisis comparativo de las pinturas de Mathisu y las obras de arte contemporáneo representadas por Paul Klee, Yves Klein, Pete Mondrian y otros, los autores dan testimonio tanto de la interpretación de la fuente original como de su reinterpretación. Tal experiencia permite argumentar que el personaje de la película es una persona creativa que no pierde su valor fuera del cine.

Palabras clave: Artista, autenticidad, diálogo, simulación.

ABSTRACT

Using the example of Takeshi Kitano's film Achilles and the Tortoise, the authors attempt to identify the criteria of artistry by answering the question whether the main character of the film is a true artist or a pathetic copyist. Carrying out a comparative analysis of Mathisu's paintings and contemporary artworks represented by Paul Klee, Yves Klein, Pete Mondrian, and others, the authors testify both to the interpretation of the source and its reinterpretation. Such experience allows arguing that the character of the film is a creative person who does not lose its value outside the cinema.

Keywords: Artist, authenticity, dialogue, simulation.

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INTRODUCTION

The essence and nature of creativity are perhaps among the most difficult problems that mankind has faced over the centuries. In the authors' opinion, its particular relevance in the modern era, positioned as the society of the spectacle (Guy Debord), the consumer society (Baudrillard), and schizoreality (Rudnev), is due to the following circumstance. These days, the status of art is often acquired by simulacra, whose authors aspire to worldwide recognition and authenticity. However, such "masterpieces" are sometimes characterized by a secondary and momentary need, without going beyond the boundaries of the place and time of their occurrence. At the same time, against the background of terror of secondariness, putting the reader, viewer or listener in the position of a consumer of "reproductions of past production" (Deleuze), there are also such artistic patterns through which the dialogue between the creator and the connoisseur takes place. Going beyond the framework of local interaction, realized at the level of a particular work of art, such dialogue takes place on a global scale, initiating the formation of a personality different from "spiritual puppets" (Mamardashvili: 2019, p. 480), of which the present is full.

From this point of view, the authors denoted the number of questions that determine scientific interest and simultaneously set a special vector for this research:

• Does the state of postmodernism enable the modern text to cross the threshold between a "masterpiece" and a masterpiece, or is this border slipping away today like a horizon?
• What can be called art in the culture of postmodernism?
• What is the role of reinterpreting precedent pictorial texts in a situation of "spoken words" and total citation?

In this case, the focus of attention will be on a synthetic literary text based on the parallel position of words, images, and music. It is about modern cinema. The authors' choice seems justified because, despite the blurred line between the mass and independent cinema, the cinema continues to encode deep and multi-layered cultural philosophical meanings (Borodina et al.: 2019, pp. 226-245). At the core of the research, there is the story of the desperate run of the artist (Achilles) for the ruthless historical-artistic process (tortoise) written by the Japanese director Takeshi Kitano. This refers to the film Achilles and the Tortoise, which became the last in the autobiographical trilogy. The film creates scenarios for the tragicomic race of Achilles for the tortoise: "the artist as such and the history of art", "Mathisu and recognition", "Kitano-painter and Kitano-director", "creativity and living life". Since in all variations of the race, Achilles does not keep pace with the tortoise, it seems that the artist loses and this inevitably creates in enlightened critics and the sophisticated viewer a persistence sense of the master's failure. Is it true? Is the lack of huge success an indicator that the path of a true artist is "equilibrium in becoming" or else – the ongoing concern "about the unprecedented realization of our life, its justification in this world and not in some other possible world"?

Being one of the tools to create a worldview, in which the meaning is an open set of meanings, a feature film appears at the level of a certain type of state of society, completed and frozen in a certain historical time, as an artificially modeled reality (Shcheglova & Saenko: 2019, pp. 111-124). In this explanatory paradigm, cinema is sensitive to the transformation of cultural phenomena, in particular, art itself. From this point of view, operating with at least two basic attitudes of consciousness, which form the theoretical basis of this article, seems very promising:

1) Feature cinema has heuristic functions;
2) Feature cinema is the most fruitful ground for the reinterpretation of precedent texts.

In the first case, the research schools studying the heuristic function include K.E. Razlogov Moscow School (analysis of anthropological explications of the cinema language) and V.V. Savchuk St. Petersburg School (media philosophy). In turn, foreign science is represented by the experiments made by Zizek. Developing a method of working with visual cinema material in the process of transmitting specific knowledge,

in the documentary film The Pervert's Guide to Cinema, Zizek showed how individual scenes from various films could, on the one hand, be interpreted in the light of psychoanalysis and, on the other hand, serve as its illustrations. The concept of the French film theorist Metz is also close to Zizek's methodology. To combine psychoanalysis with the elements of semiotics, Metz introduces such new discipline as "film semiology" into science, leaving behind the scenes the fact that long before him, the national culturologist Lotman partially used this principle in the semiotic analysis of the film Blowup by Antonioni, as well as his other works on the semiotics of film text (Lotman: 1998, pp. 365-372).

As for reinterpretation as one of the basic phenomena of the postmodern era, its essence is revealed by the Latin prefix re, the dual nature of which is recognized both in returning to what has already been or otherwise – in repeating what has been done and in refusing it, i.e. in the total rethinking of existing experience (Khaliullina & Savina: 2020, pp. 645-663; Gabidullina et al.: 2020, pp. 267-280). In this capacity, reinterpretation is opposed to secondariness, which is devoid of ambiguity inherent in reinterpretation. Based on experience, as well as relying on their own experience, which provides the opportunity for an author to read the film text to diagnose the current state of culture, the authors will try to identify the criteria for artistry by referring to the fiction film by Kitano

METHODS

The methodological foundation of the work is based on such hermeneutic methods as:
- Inclusion of the third element;
- "Implantation" in the logic of the text;
- Expanding the context.

Also, the cultural-philosophical analysis of the film text required the actualization of the semiotic method, in the framework of which a synthetic literary text appears as a symbolic structure.

At the same time, the method of intertextual analysis, the authorship of which belongs to Bart, a representative of connotative semiology developed in line with the French scientific school, became important in the process of finding an answer to the questions posed at the beginning of the article, arising in the space of directorial work by Kitano. There is a culturological approach, generalizing the methodology of the humanities and providing a projection of the methods developed in philosophy, literary criticism, and linguistics on the field of cinematographic art as a single system of signs, codes, and ciphers of modern culture.

RESULTS

Reflecting on the conditions that protect the artistic person from simulacra, the authors suggest that in the case of Kitano, nothing more than the borderline nature of his creativity acts as a "writ of protection". This refers to a feature specific to the representatives of the Land of the Rising Sun, which is due to the island type of Japanese culture, its isolation, the impenetrability of cultural borders for other cultures, which became the key to its originality. It is no accident that in different eras in Japanese linguistic culture one could find analogs of the modern word "gaijin", which includes many negative connotations. Evidence includes certain facts of biographies of such famous contemporary writers as Murakami and Ishiguro. Suffice it to say that despite their worldwide recognition, the Japanese contemptuously say that they "stink of oil", referring to the gaze of these writers to Western music and literature, which is understandable: Murakami lived in Europe for many years, in the USA and then returned to Japan, Ishiguro has been living in London since he was 6 years old. However, everyone else perceives them as Japanese writers, finding in their works the evidence that each of them is a representative of his culture.

In particular, researchers of the iconographic aspect of Kitano's films note that "...despite stylistic experiments, Kitano's 'fiction' lies in the plane of Japanese traditional culture". At the same time, it is obvious that, first, Kitano's aesthetics is very attractive and understandable to the Western audience. Second, the character of the analyzed film is focused on European and American fine art, avoiding borrowing from the works of Japanese artists. At the same time, the organic synthesis of the Japanese and Western that is ever-present in Kitano's poetry makes both himself and his character, the artist Mathisu, invulnerable to the corrosive effects of simulation. Limit ability becomes a departure from the simulation.

The connection of the unconnectable provides both of them with a reality-filled being. In general, the productive paradox of the artist Takeshi Kitano consists, in the authors' opinion, of its borderline nature of marginality: he is also a director, actor, artist, showman, stand-up artist; he is simultaneously and equally Japanese, Western, a subject of multiculturalism and a product of globalization. The synthetic and dialogical nature of creativity makes it possible for a modern text to have an original being in a situation of late postmodernity.

In the culture of accomplished postmodernism, the criterion of artistry belongs to the very process of interpretation and reinterpretation, building up the meaning; a game technique in quotes, and allusions to precedent texts.

Summing up the work done, first of all, answering the questions posed earlier, the authors tend to answer them as follows:

• The current state of culture, marked by transformations caused by postmodernism, makes it possible for the modern text to cross the threshold between a "masterpiece" and a masterpiece;
• Due to the artist's uncontrolled mobility of their borders, the viewer is faced with the need to respond to which extent a particular text of culture implements the purpose of making a harmonizing dialogue as a co-existence of the given and the created, which consistency is, in the authors' opinion, the main criterion of genuine art;
• At the same time, the role of reinterpreting precedent pictorial texts in the situation of "all the words said" and total citation is the artist's ability to demonstrate a new look at old truths, introducing the viewer to the age-old wisdom of mankind.

DISCUSSION

Realizing the need to define art, one should be aware of how ambiguous and contradictory the answers can be. Nevertheless, the authors try to focus attention on the universal characteristics of art as an experience of otherness of a creative person, the inclusion into which provides the perceiving subject with an entry into the space of the spirit. Agreeing with Ilyin that the spirit appears in the trinity of freedom, love, and objectivity (Ilyin: 1993, p. 478), it should be noted that the experience sought is always aimed at creation. In other words, not excluding the possibility of positioning art as something artificially made, directly opposite to what exists naturally, which justifies the point of view on art as a fraud – as one of the characters in the film by Kitano says – the authors consider that the awakening of creative potential on the viewer's part is essential for art if it is about fine art, and the reader or listener if it is about literature (poetry and prose) or music. Accordingly, in all cases without exception, the criterion of artistry will be the consistency of the dialogue between the author and the recipient, the relevance of which is in no way determined by the physical presence of the creator in the life of the subject who perceives his work: "vita Brevis, ars longa".

Significantly, the mentioned dialogue generally determines the space of the artist's development, who thus masters the previous experience. Moreover, having become an original master, the author often demonstrates addiction to some technique developed by his colleague. Braque's painting The Musician (1917-1918), which corresponds to Picasso's paintings Three Musicians and Untitled, sounding in unison with Dove

of Peace by Picasso (1949) and other paintings, also appears in the dialogue space. It is significant that Picasso acting in unison with Braque – it is enough to recall his reinterpretation of the painting by Delacroix Algerian Women or Menin, which are the "echo of the original painting" by Velazquez (Volkova: 2019, pp. 48-58), admitted that an artist was "a collector who picks up a collection for himself, painting pictures of other artists he liked. I start with this, and then something new comes out" (Picasso: 2019).

Similarly, the character of the film by Kitano Achilles and the Tortoise searches for his identity. In the film context, Zeno's aporia can be considered a metaphor by which the film director reveals the problem of the timelessness of art and, at the same time, its modernity: no matter how an artist tries to keep up with his era, only focusing on the eternal he can become consonant with both the present and the future. According to Stravinsky, the truly important "... artist's business ... is the repair of old ships. He can reproduce in his way only what has already been saying". A similar attitude can be seen not only in painting or music. The essence of literary creation is recognized in a no less original point of view on the process of creating an artwork, which Eckerman connects with the name of Goethe: "Everything I have is mine!. Whether I took it from life or books – does it matter? The only question is whether I did well or not!" (Eckerman: 1934, p. 965).

The fact that in the name of art Mathisu is ready to sacrifice his own life, making experiments with borderline states of consciousness, indicates only one thing. Kitano's character, along with many other artists, could justifiably agree with what Kurt Glezer, the first biographer of Edward Munch, wrote in 1915: an artist "belongs only to his art" (Koroleva: 2015, p. 72). Thus, at the moment when Mathisu was trying to capture a sunflower in a burning barn, he faints, and the last thing that the viewer can see on a stretcher carried by emergency doctors is the artist's hand with the brush, which became a continuation of his burnt flesh. Being obsessed with art, Mathisu even perceives his own body as a material that can be used as an improvised means for creativity. He has a similar attitude toward other people, including members of his family – a devoted wife, who does not lose faith in Mathisu's talent, and his daughter who has lost faith in his talent. Mathisu paints her face with lipstick, being at the head of the deceased, after that he resorts to a scarf that serves as a shroud.

In this context, the experience of another "famous artist" is quite remarkable, and he is famous so that "it is unlikely... to find a person with a brush in hand who could compare with him" (Akutagawa: 1974, pp. 117-140) – a character of the novel by Akutagawa (Akutagawa: 1974, pp. 117-140) The Torments of Hell. Having received an offer to capture the suffering, an artist Yoshihido asks the customer to set fire to the carriage, in which there should be one of the court ladies. Arguing his request, Yoshihido says that only having seen firsthand the torments of a woman, he can be convincing in their embodiment in the picture. The customer goes to meet the artist, hiding the fact that in the carriage in flames there will be not some court lady, but the artist's fifteen-year-old daughter. Having realized the substitution and having passed the test, Yoshihido finally fulfills the order in the best way, creating a masterpiece; however, after he finishes the work, the artist ends his life by suicide.

The fact that Yoshihido's appearance resembles a monkey – a primate, which, according to Darwin's theory, is considered to be the ancestor of man – does not seem accidental. It seems, similarly to how an animal implements a program laid down by nature in the structure of its brain, so Yoshihido, obsessed with art, cannot resist his gift, which completely subordinates the thoughts and actions of its carrier. Is not that why one of his fellow students, Mathisu, commits suicide because he cannot overcome his demon? (It should be recalled in parentheses that for the ancient Greeks a demon or a daimon, a genius was a kind of inbeing acting as an analog of a guardian angel or inner voice). Moreover, the dominance of the irrational over the rational that is so characteristic of creative personality provides Mathisu with powerful intuition, as a result of which, even before the artist finds out about the death of his daughter, he paints the walls of his home in blood-red, as if trying to prevent trouble.

Having tried a variety of techniques and mastered many artistic styles, by the end of the film Mathisu creates a painting that combines such diverse elements as a word, color, image, and a tape measure designed to measure length. The latter symbolizes the life path, on which there can be both recognition and wealth.

Moreover, the fact that the path starts from born and ends with die eliminates both possible gains and losses. In other words, the experience captured on canvas by Mathisu sounds in unison with Pasternak's words. This refers to the famous lines of the poem "To Be Famous Is Not in Good Taste". The justification of the indicated parallel is associated with the fact that throughout the film Mathisu, who is in constant search, pays almost no attention to his canvases, which catch the viewer's eye either at the modern art exhibition or on the wall of a cozy cafe.

Also, his difference from the general mass of artisans, hungry for fame, is that Mathisu is trusted by the village holy fool, who is also endowed with the ability to capture the world around him on paper. Moreover, each of them prefers to draw from life, which requires special chosenness. For example, Pierre Bonnard wrote about himself as follows: "I am too weak ... and it is difficult for me to paint from life for a long time. Perhaps only the great Titian could do that" (Pulikova: 2015, p. 72). Finally, poor Mathisu, in his service to art, humbly accepts his outcast when, in response to a request for money needed to buy paints, he hears derogatory remarks from his daughter-prostitute: "Disgusting to see you, artist! I'm so sick of you..."

Finally, the name of the main character is consonant with the name of the French Fauvist artist, about whom the following words are known: "... very few of those who have been granted vision can see in the right way... One of those who succeeded is Henri Matisse" (quoted in Pulikova: 2015, p.). Significantly, the points of contact between Mathisu and his great namesake are also revealed in the fact that the main theme for the recognized genius, like the character of the film by Kitano, was the idea of the need to search and find beauty everywhere: in the sky, in birds, in flowers. It is appropriate to recall here that Matisse acted as an artist-decorator in the ballet The Nightingale, written by Igor Stravinsky based on Andersen's same-name fairytale. The fact is that the eastern exoticism of this sophisticated fairytale story hides a problem of mechanism and organism that is very important for the representatives of the Land of the Rising Sun, as described by the modern Japanese philosopher Imamichi.

In general, even though the majority of Mathisu's works are an imitation of artists of the Western culture, including pop art, such as Andy Warhol, his works made in the mainstream of naive art are not mechanical crafts-copies noted by total secondariness. Mathisu looks at people through almost every painting in which a special manner and characteristic forms are known for a famous contemporary artist, which makes his works original and unique.

CONCLUSION

Returning to the similarity discovered by Akutagawa (Akutagawa: 1974, pp. 117-140) between the artist Yoshihido and a pet monkey – the favorite of his daughter, it should be noted that this external analogy can in no way be considered an argument in favor of the statement by Allan and Barbara Pease that people are "hairless apes that have learned to walk on two limbs and have a clever, advanced brain", obeying "the same biological laws" that "govern our actions, reactions, body language and gestures" (Pease: 2018, p. 496).

Both the character of the novel The Torments of Hell and the character of the film Achilles and the Tortoise are genuine creators who sacrificed their lives for the service of art, i.e. which no animal has and may ever need. Moreover, despite a series of hardships and disappointments, each of them remains true to himself, his vocation, remaining alive to the end, since only the search for one's ego justifies the presence in this world. As Mamardashvili has repeatedly emphasized, man is a constant reincarnation (Mamardashvili: 2019, p. 480).

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Artículos

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The tragedy of jihad: Islamic students' view in North Sumatera, Medan, Indonesia

Tragedia de Yihad: Visión de estudiantes islámicos en el Norte de Sumatera, Medan, Indonesia

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RESUMEN

Este estudio tiene como objetivo conocer la opinión de los estudiantes sobre el concepto de yihad para identificar si los estudiantes lo entienden o no. Se realizó una encuesta que involucró a 1000 estudiantes de 20 universidades diferentes en Medan. Los datos del estudio se recogieron mediante cuestionarios y se analizaron tanto cuantitativa como cualitativamente. El resultado muestra que 25-35 presentes de los estudiantes ven el concepto de yihad desde el punto de vista del radicalismo y se debe prestar especial atención a esos estudiantes y las instituciones para evitar que cometan violencia en nombre de yihad.

Palabras clave: Educación privada, estudiante, Indonesia, yihad.

ABSTRACT

This study aims to find out the students' view of the jihad concept and to identify whether or not the students understands it. A survey that involved 1000 students in 20 different universities in Medan was made. Data of the study were collected through questionnaires and analyzed both quantitative and qualitatively. The results shows that 25-35 of the students views the concept of jihad from a radicalism point of view and special attention should be given for those students and the institutions to prevent them from doing violence in the name of jihad.

Keywords: Indonesia, jihad, private education, students.

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INTRODUCTION

In the development of thought and its historical journey, jihad is one of the basic concepts of Islamic teachings that have a multi-dimensional bias in theological dimension, devotion (worship), religious, social, cultural, political, economic, scientific, and technological. Therefore, it is not surprising that jihad becomes a concept that not only vibrates human instincts but also the trajectory of humanity's civilization in its understanding and application so that in its development that never stops making jihad more interesting to talk about, especially when the development of jihad has entered the era of globalization in various parts of the world, as happened in Indonesia.

Unfortunately, the concept of jihad, which offers a maximum effort or a hard struggle to build a human personality within the framework of Islamic teachings as well as fighting for the continuity of the civilizational order in the pleasure of Allah SWT, has also become one of the most misunderstood concepts in both theoretical and practical contexts so it is no wonder gave birth to various controversies in the historiographic tradition of Islam, including those who only understood it as a safeguard and dissemination of Islamic teachings, visions, and missions which were sometimes considered to legitimize various acts of violence in their achievements even by drawing swords or spreading terror (Malik: 1994). Al-Qaeda group, for example, is known as a group that has a wrong concept of jihad that most Muslims in the world do not agree with the movement of this group. This wrong concept of jihad in the form of texts and videos spreads through the internet so that it is easily found by those who seek it. That kind of misconception is used to create frames (diagnostic, prognostic, and motivational frames) to recruit new members.

Therefore, of course, a comprehensive viewpoint is needed in understanding jihad because of social, political, legal and economic historical realities that surround it from the classical to the contemporary era are something inseparable, including the elaborations of viewpoint put forward by scholars and experts related both in the form of personal religious jihad and of social movements jihad (social-structural jihad). Education intervention is needed to protect people from radicalism concept. The national education system should design a hidden curriculum to counter radicalism and building tolerance among students with different religions and beliefs. Furthermore, the role of schools in doing preventive actions is getting higher, since schools are now used as a recruitment place (Sas et al.: 2020, pp. 1-12).

Some classical fuqaha, such as Imam Abu Hanifah (80-148H/699-767M) and Imam al-Syaibani (132-189H/748-804M), did not mention a clear explanation of jihad in terms of the war against infidels. On the contrary, they asserted that tolerance to the unbelievers is something that must be prioritized, even more so against the Ahlul Kitab. Jihad in the form of war is only permissible when Muslims are in a position of attack, in other words, jihad is carried out when they are in a position to defend the existence of every Muslim (defensive jihad) (Malik: 1994). The example of this kind of jihad is the war in Aceh during the colonial era in Indonesia, where the Acehnese fighters viewed their anti-colonial struggle against the Dutch as a jihad (McFate: 2019, pp. 416-439).

LITERATURE REVIEW

Jihad in the main source

In recent years, the term jihad which is widely mentioned in the Qur'an and hadith has become one of the issues that are quite inspiring and at the same time controversial both in academic discourse and in the reality of people's lives, not only in the Islamic community but also enough to attract the attention of non-Muslims in various parts of the world.

On the one hand, jihad offers a lasting and eternal promise of eschatological happiness that must be fought for by all means, and on the other hand, the reality of jihad also shows an impact or phenomenon that has a quite jerky effect in various humanitarian affairs both in its form positive or negative consequences.

For groups of people who hold on to the first idea, if understood narrowly, jihad can shape one's thinking in looking at the world record with a "black and white" view which results in itself feeling called, based on religious zeal, to make changes to the world order that are considered to have contradicted and damaging, according to his view, basic religious values and humanitarian norms.

Whereas for groups who take a look from the second side, especially the views that develop in the Western world, jihad has become a frightening movement while terrorizing human thought and life, whereas jihad wants a comprehensive and peaceful atmosphere of life and upholds values humanity.

In order not to hit the two visions that differ in views on jihad, it is necessary to explore conceptual jihad as desired by the Koran and Hadith, to accelerate the teachings of Islam, especially about jihad, in responding to various problems faced, not only by Muslims but also by all people (the nation), so that the understanding of jihad contained in the Qur'an and hadith can be by the development of contemporary human civilization.

Jihad in the view of Ulama

Conceptually, jihad, on the one hand, has ideological-eschatological power, and, on the other hand, can mobilize socio-political power, those historical facts have been printed on the sheets of East and West civilization. Historically, of course, these facts cannot be separated from the thoughts and understanding of the scholars who are used as references by the designers of the jihad movement both in positive and negative forms.

As an analogous to a weapon, then jihad can become a "double-edged sword", which on the one side, becomes productive in the hands of intelligent people who have broad and moderate views, and on the other side, it can cause damage when used by people with narrow views, fanatics, and radicals, who take a look of the world only from a black and white perspective. Indeed, jihad offers the advancement of civilization, however, because of the misuse of jihad in the hands of narrow-minded, hard, and radical groups, it causes damage and terror to the life societies and nations.

Imam Abu Hanifah or commonly referred to as Imam Hanafi (80-148H / 699-768M) and so is his student Imam as-Syaibani (132-189H / 748-804M), according to experts, as revealed by Iftikhar H. Malik (Malik: 1994) in his book Jihad, Hindutva and The Taliban, there is no mention of significant explanations or elaborations related to the concept of jihad both etymologically and terminologically, let alone interpreting jihad with the meaning of physical warfare against infidels as understood by scholars afterward. On the contrary, Imam Hanafi emphasizes that tolerance to them is something that must be demonstrated, especially to the group of Ahlul Kitab, and jihad in the form of war can only be done when Muslims are pressed or attacked, commonly referred to as jihad defending (defensive jihad). For Imam Hanafi, as stated by Wahbah Zuhaili, the concept of jihad is understood in a broader perspective such as upholding the da'wah efforts to invite all people into Islam that respects the values of pluralities, and fights (jihad) to provide moral and material support for the establishment of the true religion.

However, although Imam Hanafi does not mean the concept of jihad directly with war, it does not mean that Imam Hanafi relinquished the link between the concept of jihad and war activities, especially in the context of self-defense, as can be constructed from the opinions of his followers.

One of them is Ali ibn Husein bin Muhammad as-Sa'di al-Hanafi (d. 461H) who spoke about jihad in the sense of war, including its legal provisions, the choice to do so, the permission of parents, and involvement the ruler to declare jihad, as mentioned by him: الْجِهَاد على وَجْهَيْن فرض وَنفل. فَأَما النَّفْل فَهُوَ الذّهاب الى أَرض الْحَرْب فَمن شَاءَ ذهب وَمن شَاءَ لم يذهب وَمن كَانَ لَهُ أَبَوَانِ أَو أَحدهمَا لم يخرج الا برضاهما عَن هَذَا الْجِهَاد وَأما الْفَرْض على الْوَجْهَيْنِ. وهما يكونَانِ عِنْد النفير وَخُرُوج الْعَدو الى دَار الاسلام. (Hanafi & Husein: 1984)

Meaning: There are two kinds of jihad law, namely fard and sunnah. As for the legal sunnah to carry out jihad when there is an order to go to the zone of war, then for anyone who wants to do jihad he can go and who ever does not want to go he doen not go. And anyone still has parents or one of the two, so he or she cannot go to jihad except after getting permission from both. And as for the legal fard, carrying out jihad is

bound to two conditions, namely when there is an order from the ruler and when the enemy has come to attack the Islamic territory.

METHODS

The study is a survey study that aims at identifying students' views on the concept of jihad. Specifically, this type of research is used to find opinions, attitudes, and expectations of the people in this study which are used as objects in the research of North Sumatra Islamic students from various universities in North Sumatra about the concept of jihad. The data of the study were collected through a questionnaire and then the collected data were analyzed quantitatively and qualitatively. The nature of research is descriptive-analytical, which is a study that aims to provide an overview of a society or a description of a phenomenon that is then analyzed for all the symptoms (Singarimbun: 1989). In this study, researchers will describe how the views of North Sumatra Islamic students about the concept of Jihad.

RESULTS

Grouping student's answers based on the university

The term jihad which is widely mentioned in the Qur'an and hadith has become one of the issues that are quite inspiring and at the same time controversial both in academic discourse and in the reality of people's lives, not only in the Islamic community but also enough to attract the attention of non-Muslims in various parts of the world.

Based on the student's answers from twenty different universities related to jihad, the data was obtained in the following:

QUESTIONS	RESPONDENCES																				TOTAL			
	USU				UINSU				UMSU				UISU				UNIVA							
	M/F 10/40				M/F 26/24				M/F 32/18				M/F 29/21				M/F 26/24				M/F 123/127			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	1	0	45	4	1	0	46	3	5	1	41	3	15	0	26	9	5	2	42	1	27	3	200	20
2	1	7	29	13	0	3	37	10	2	23	23	2	4	6	36	4	3	7	36	4	10	43	161	33
3	11	23	4	2	4	25	10	4	22	22	4	2	18	23	2	7	6	15	28	1	61	108	48	16
4	19	30	1	0	14	32	0	4	5	42	2	1	20	26	0	4	8	40	2	0	66	104	5	9
5	30	10	5	5	31	8	1	10	33	12	4	1	41	1	2	6	40	6	2	2	175	37	14	24
6	37	9	2	2	49	4	0	1	42	2	5	1	40	4	6	0	37	2	10	1	205	21	23	5
7	0	14	36	0	4	16	29	1	0	14	35	1	0	20	27	3	7	16	26	1	11	80	153	6
8	2	20	25	3	5	5	36	1	2	2	40	6	0	7	40	3	0	15	35	0	9	49	176	13
9	30	7	11	2	15	14	20	1	8	5	37	0	18	9	20	3	15	26	8	1	86	61	96	7
10	43	2	5	0	32	3	12	3	29	7	14	0	34	4	12	0	20	6	23	1	158	22	66	4
11	16	20	14	0	4	14	26	6	13	10	25	2	5	9	27	9	5	4	37	4	43	57	129	21
12	46	2	0	2	40	6	0	4	45	2	2	1	37	10	0	3	27	13	10	0	195	33	12	12

Figure 1. The Total Number of Student's Answers From Different Universities

Figure 1. shows there were 123 male students and 127 female students from 5 different universities, they were State University of North Sumatera (USU), State Islamic University of North Sumatra (UINSU), Muhammadiyah University of North Sumatra (UMSU), Islamic University of North Sumatra (UISU), and Al Washliyah University (UNIVA).

We can see that most of the students chose “C” as the answer of number 1, while for the second question they also chose “C”, next question the student chose “B”, and then the dominant answer for number 4 was also “B”. Next was question number 5, the student chose “A” as the answer. For question number 6, they chose “A”. Most students chose “C” as the answer of number 7, and for the question of number 8 they also chose “C”. Most students chose “C” as the answer to number 9, then they chose “A” as the answer to number10. They chose “C” again as the answer to number 11, and for the last question, they chose “A”. From the answer’s result, we knew that most students chose “C” as the answer to each question.

QUESTIONS	RESPONDENCES																				TOTAL			
	STAI Al-Hikmah Medan				STAI JM Tanjung Pura				Univa Labuhan Batu				STAI Al-Ikhlas Sidikalang				STIT-PL Gunung Tua							
	M/F				M/F				M/F				M/F				M/F				M/F			
	15/35				37/13				25/25				30/20				17/33				124/126			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	2	20	25	3	5	5	36	1	2	2	40	6	0	7	40	3	0	15	35	0	9	49	176	13
2	0	14	36	0	4	16	29	1	0	14	35	1	0	20	27	3	7	16	26	1	11	80	153	6
3	23	17	4	6	21	4	25	0	30	5	10	5	4	18	12	16	25	3	19	3	103	37	54	46
4	30	10	5	5	31	8	2	9	33	12	4	1	41	1	2	6	40	6	2	2	175	37	15	23
5	5	46	2	0	2	40	6	0	4	45	2	2	1	37	10	0	3	27	13	0	15	195	33	2
6	43	2	5	0	32	3	12	3	29	7	14	0	34	4	12	0	20	6	23	1	158	22	66	4
7	16	20	14	0	4	14	26	6	13	10	25	2	5	9	27	9	5	4	37	4	43	57	129	21
8	5	16	25	4	10	4	30	6	25	2	17	6	3	6	35	6	7	16	21	6	50	44	128	28
9	17	13	20	0	10	19	12	9	15	10	18	7	7	35	8	0	2	3	40	5	51	80	98	21
10	37	9	2	2	49	4	0	1	42	2	5	1	40	4	6	0	37	2	10	1	205	21	23	5
11	4	15	23	8	25	3	17	5	0	35	12	3	40	3	7	0	2	2	46	0	71	51	105	16
12	30	7	11	2	15	14	20	1	8	5	37	0	18	9	20	3	15	26	8	1	86	61	96	7

Figure 2. The Total Number of Student’s Answers From Different Universities.

Figure 2. shows there were 124 male students and 126 female students from 5 different universities, they were al-Hikmah Islamic College of Medan (STAI al-Hikmah), Jamaiyah Mahmudiyah Islamic College of Tanjung Pura (STAI JM), al-Washliyah University of Labuhan Batu (UNIVA Labuhan Batu), al-Ikhlas Islamic College of Sidikalang (STAI al-Ikhlas Sidikalang), and Tarbiyah Sciences Islamic College of Gunung Tua (STIT-PL Gunung Tua). We can see that most of the students chose “C” as the answer of number 1, while for the second question they also chose “C”, next question the student choose “A”, and then the dominant answer for number 4 was also “A”. Next was question number 5, the student chose “B” as the answer. For question number 6, they chose “A”. Most students chose “C” as the answer of number 7, and for the question of number 8 they also chose “C”. Most students chose “C” as the answer to number 9, then they chose “A” as the answer of number 10. They chose “C” again as the answer to number 11, and for the last question, they chose “A”. From the answer’s result, we knew that most students chose “C” as the answer to each question.

QUESTIONS	RESPONDENCES																				TOTAL			
	STAIBR Padang Lawas				IAIN Padangsidimpuan				UMTS Padangsidimpuan				STAIN Madina				IAIDU Asahan							
	M / F: 36 / 14				M / F: 40 / 10				M / F: 31 / 19				M / F: 27 / 23				M / F: 17 / 33				M / F: 151 / 99			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	7	16	21	6	25	2	17	6	10	4	30	6	3	6	35	6	5	16	25	4	28	128	44	50
2	30	7	11	2	15	14	20	1	8	5	37	0	18	9	20	3	15	26	8	1	86	61	96	7
3	4	15	23	8	25	3	17	5	0	35	12	3	40	3	7	0	2	2	46	0	71	51	105	16
4	17	13	20	0	10	19	12	9	15	10	18	7	7	35	8	0	2	3	40	5	51	80	98	21
5	37	9	2	2	49	4	0	1	42	2	5	1	40	4	6	0	37	2	10	1	205	21	23	5
6	2	20	25	3	5	5	36	1	2	2	40	6	0	7	40	3	0	15	35	0	9	49	176	13
7	43	2	5	0	32	3	12	3	29	7	14	0	34	4	12	0	20	6	23	1	158	22	66	4
8	16	20	14	0	4	14	26	6	13	10	25	2	5	9	27	9	5	4	37	4	43	57	129	21
9	30	10	5	5	31	8	2	9	33	12	4	1	41	1	2	6	40	6	2	2	175	37	15	23
10	5	46	2	0	2	40	6	0	4	45	2	2	1	37	10	0	3	27	13	0	15	195	33	2
11	23	17	4	6	21	4	25	0	30	5	10	5	4	18	12	16	25	3	19	3	103	37	54	46
12	0	14	36	0	4	16	29	1	0	14	35	1	0	20	27	3	7	16	26	1	11	80	153	6

Figure 3. The total number of student's answers from different universities

Figure 3. shows there were 151 male students and 99 female students from 5 different universities, they were Burumun Raya Islamic College (STAIBR), State Islamic Institute of Padangsidimpuan (IAIN Padangsidimpuan), University of Muhammadiyah Tapanuli Selatan (UMTS), Madina State Islamic College (STAIN Madina), and Islamic Institute of Daar al-Ulum Asahan (IAIDU Asahan).

We can see that most of the students chose "B" as the answer of number 1, while for the second question they also chose "C", next question the student choose "C", and then the dominant answer for number 4 was also "C". Next was question number 5, the student chose "A" as the answer. For question number 6, they chose "C". Most students chose "A" as the answer of number 7, and for the question of number 8 they also chose "C". Most students chose "A" as the answer to number 9, and then they chose "B" as the answer to number10. They chose "C" again as the answer to number 11, and for the last question, they chose "A". From the answer's result, we knew that most students chose "C" as the answer to each question.

QUESTIONS	RESPONDENCES																				TOTAL			
	STAI Al Hikmah Tanjungbalai				STAI Tebing Tinggi Deli				Universitas Darmawangsa				STITAR Deli Serdang				STAI Sumatera (STAIS)							
	M / F: 31 / 19				M / F: 39 / 11				M / F: 20 / 30				M / F: 37 / 13				M / F: 28 / 22				M / F: 155 / 95			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	2	2	40	6	0	7	40	3	2	20	25	3	0	15	35	0	5	5	36	1	9	49	176	13
2	0	14	36	0	7	16	26	1	0	14	35	1	4	16	29	1	0	20	27	3	11	80	153	6
3	5	9	27	9	16	20	14	0	13	10	25	2	4	14	26	6	5	4	37	4	43	57	129	21
4	34	4	12	0	29	7	14	0	32	3	12	3	43	2	5	0	20	6	23	1	158	22	66	4
5	37	9	2	2	49	4	0	1	42	2	5	1	37	2	10	1	40	4	6	0	205	21	23	5
6	30	10	5	5	31	8	2	9	33	12	4	1	41	1	2	6	40	6	2	2	175	37	15	23
7	15	10	18	7	2	3	40	5	7	35	8	0	10	19	12	9	17	13	20	0	51	80	98	21
8	4	45	2	2	1	37	10	0	2	40	6	0	3	27	13	0	5	46	2	0	15	195	33	2
9	30	7	11	2	15	14	20	1	8	5	37	0	18	9	20	3	15	26	8	1	86	61	96	7
10	30	5	10	5	23	17	4	6	4	18	20	8	25	3	19	3	21	4	25	0	103	37	62	38
11	4	15	23	8	25	3	17	5	0	35	12	3	40	3	7	0	2	2	46	0	71	51	105	16
12	7	16	21	6	25	2	17	6	10	4	30	6	3	6	35	6	5	16	25	4	28	128	44	50

Figure 4. The Total Number of Student's Answers From Different Universities.

Figure 4. shows there were 155 male students and 95 female students from 5 different universities, they were al-Hikmah Islamic College of Tanjungbalai (STAI al-Hikmah), Islamic College of Tebing Tinggi (STAI

Tebing Tinggi), Darmawangsa University, Tarbiyah Sciences Islamic College of ar-Raudhah Deli Serdang (STITAR Deli Serdang), and Sumatera Islamic College (STAIS).
We can see that most of the students chose “C” as the answer of number 1, while for the second question they also chose “C”, next question the student choose “C”, and then the dominant answer for number 4 was also “A”. Next was question number 5, the student chose “A” as the answer. For question number 6, they chose “A”. Most students chose “C” as the answer of number 7, and for the question of number 8 they also chose “B”. Most students chose “C” as the answer to number 9, and then they chose “A” as the answer to number10. They chose “C” again as the answer of number 11, and for the last question they chose “B”. From the answer’s result, we knew that most students chose “C” as the answer to each question.

Questions	Respondent’s Answers			
	Male/Female			
	553/447			
	A	B	C	D
1	73	229	596	96
2	118	264	563	52
3	278	253	336	59
4	450	243	184	57
5	600	274	93	36
6	547	129	280	45
7	263	239	446	52
8	117	345	466	64
9	398	239	305	58
10	481	275	184	49
11	288	196	393	99
12	320	302	305	75

Table 1. The result of student’s answers from 20 different universities

Figure 1 to 4 show students’ answers from 20 different Universities. They are State University of North Sumatera (USU), State Islamic University of North Sumatra (UINSU), Muhammadiyah University of North Sumatra (UMSU), Islamic University of North Sumatra (UISU), al-Washliyah University (UNIVA), al-Hikmah Islamic College of Medan (STAI al- Hikmah), Jamaiyah Mahmudiyah Islamic College of Tanjung Pura (STAI JM), al-Washliyah University of Labuhan Batu (UNIVA Labuhan Batu), al-Ikhlas Islamic College of Sidikalang (STAI al-Ikhlas Sidi Kalang), Tarbiyah Sciences Islamic College of Gunung Tua (STIT-PL Gunung Tua), Burumun Raya Islamic College (STAIBR), State Islamic Institute of Padang Sidimpuan (IAIN Padang Sidimpuan), University of Muhammadiyah Tapanuli Selatan (UMTS), Madina State Islamic College (STAIN Madina), Islamic Institute of Daar al-Ulum Asahan (IAIDU Asahan), al-Hikmah Islamic College of Tanjungbalai (STAI al-Hikmah), Islamic College of Tebing Tinggi (STAI Tebing Tinggi), Darmawangsa University, Tarbiyah Sciences Islamic College of Ar-Raudhah Deli Serdang (STITAR Deli Serdang), and Sumatera Islamic College (STAIS).

The whole result can be seen in the table above. The result showed that there were 12 questions related to the concept of jihad that answered by 1000 respondents. All the respondents consist of 553 male and 447 female students. There were 123 male and 127 female students in the first figure with the dominant answer “C”. While in the second figure, there were 124 male and 126 female students with the dominant answer “C”. And in the third figure there were 151 male and 99 female students with the dominant answer “C”, in the last

figure, there were 155 male and 95 female students with the dominant answer “C”. From those explanations known that the respondents dominated by male students with dominant answer were “C”. Most students chose “C” as the answer to question number 1. It meant that they often hear the word “jihad”. For the question number 2 mostly students answer “C”. It meant that they hear about jihad from Islamic discourse. Next question, most of the students answer “C” which meant they defined jihad as the war against the infidels (non-Muslims). Then, for the question number 4, mostly students answer “A” in which in their opinion the law of jihad is sunnah (recommended). For question number 5, mostly students’ answer “A” because they thought that jihad related to da’wah. Next was question number 6, mostly students chose “A” in which the right person to carry out da’wah according to them was every Muslim. Most of the students chose “C” as the answer of number7, which meant Muslims have to develop strategies for improving the quality of Muslims related to politics. Then, question number 8, most of the students’ answers “C” that meant according to them the form of the state that is able maximally to carry out jihad is an Islamic country. For question number 9, mostly students chose “A” in which they defined jihad in a social context is related to the efforts to build a prosperous life of the ummah. For the question number10, mostly students’ answer is “A” in which they thought that the suicide which was carried out in the name of jihad was a misunderstanding concept. Next was question number 11, mostly students chose “A”. According to them the correct meaning of jihad related to war is the war against the infidels (non-Muslims), and then the war against poverty. The last question, they chose “A” because, according to them, Jihad groups may not only convey the da'wah to the infidels in the arena of battle but also may destroy the infidels’ houses of worship.

DISCUSSION

As stated before that the term jihad which is widely mentioned in the Qur'an and hadith has become one of the inspiring and at the same time the most controversial issues both in academic discourse and in the social reality, not only in Islamic communities but also enough to attract the attention of non-Muslims in various parts of the world. On the one hand, jihad offers a lasting and eternal promise of eschatological happiness that must be fought for by all efforts and means, and on the other hand, the reality of jihad also shows an impact or phenomenon that has a quite jerky effect in various human affairs both in its form positive or negative consequences.

In the academic perspective, jihad has various interpretations from the Ulamas such as mentioned above. One of the most interesting is that not anyone of the Ulamas mentioned above directly interpreted the word of jihad as war or battle against the infidels (non-Muslims) as the first meaning or priority. But from a contemporary perspective, jihad tends to be meant as a war against the no-Muslims as it has been elaborated in this research.

There are some very interesting things to discuss related to the answers of the respondents, among others:

First; they always hear the word of jihad mostly through Islamic da’wah and Islamic discourses, and then followed by electronic/social media. Based on Researcher's observations, the problem that arises is the content of jihad through Islamic da’wah and Islamic discourses, even on several social media sites, always delivered by the Du’at (plural form of Da'i - Muballigh) in a missionary spirit. On the side, I believe that apart from global agitation, of course, greatly influence the views of the respondents related to the concept and application of jihad.

Second: conceptually, some of the respondents (336 persons) argued that jihad is a war against infidels (non-Muslims), and politically there is a need for efforts not only to develop a strategy to increase the quality of Muslims but also to build power facing the non-Muslims. Even, some of the respondents (263 people) allowed to seize power from the government, and (466 people) argued only the Islamic state can carry out jihad maximally. From their answers, it can be seen how the concept of jihad has become a negative stigma

of positioning Muslims not only to confront the infidels but also with the government, in this case, the Republic of Indonesia.

Third: when suicide attempts were linked to the claim of jihad, majority of them saying that it was a wrong action, but there is one very surprising thing is about 275 respondents stated that the suicide is following the Islamic Syari'a, while 184 respondents stated that it depends on the situation and conditions. Therefore, it is not surprising that almost half the respondents (393 persons) claimed that jihad is to fight against the infidels.

Fourth: one other thing that is also very surprising was when they understood that jihad was dealing with the infidels, the jihadists did not only fight against the enemy but (305 respondents argued that) the jihadists may damage the infidels' houses of worship. Though, Islam (Qur'an and hadith) prohibits damaging or destroying houses where humans worship in it. On the one hand, it seems that their conflicting views to Islamic teachings show that they do not understand the real truth of Islam, and, on the other hand, they were seen to be influenced by global-political agitation that according to them it discredits Islam and the Muslims.

Based on calculations and data analysis, it can be said that in general respondents who seem to have a deviate understanding of religion, in this case, jihad, are aver all-around 25-35%, but this number is quite worrying, especially if they are in contact with radical religious speakers or they are only in contact with information or media that also tend to be radical.

All kind of radicalism and extremism brings problems to the societal and global orders. It brings a serious impact on the economy, for example, the violence in the name of Islam because the wrong concept of jihad brings a negative impact on the investors' beliefs in Islamic indices. For the tourism industry, radicalism and terrorism have a strong impact on tourist arrivals (Seabra: 2020, pp. 1-13). It is because personal security is the primary concern for tourists, and the length of the impact may differ from one place to another place. In other words, terrorism brings a high negative impact on travel and tourism activities (Veréb et al.: 2020, pp. 1-18). Radicalisms also creates instability in politics, as it happened in Pakistan. It also brings negative impact to the governance, for example, the impact of terrorism in political governance in Africa.

History also teaches us that radicalism may lead to terrorism. Things that we need to be aware of are that the activity of terrorism is always organized, prepared beforehand, and normally in a group. In organizing and preparing their actions new technologies are used by the groups which are associated with radicalism and terrorism to spread their radical ideology. Our experiences teach us that the internet has a significant role in spreading news of propaganda from radical groups and it makes many people pay attention to that news and propaganda (Jetter: 2019, pp. 391-410). Also, the history recorded that some combat and bomb assembly training, of those who already exposed to radicalism and then committed terrorism, was conducted through online training (Siqueira & Arce: 2020, pp. 1-16; Ahmad & Ahmad: 2019, pp. 746-778). Also, social media has a strong influence on changing someone's beliefs. The Islamic state media that is delivered through social media, for example, has proven to be strong propaganda that can recruit many followers. They use theming and organizational adornment to attract their followers to be recruited (Kinney et al.: 2018, pp. 27-40). That propaganda may influence someone's cognitive, psychopathological, and psychosocial aspects. Furthermore, the current study shows that the propaganda will influence worse to the mentally ill persons and could create so-called lone-wolves (García-Andrade, et al.: 2019, pp. 59-66).

The true knowledge and concept of jihad were shifted by those people who only focus on narrowed religious knowledge that ignored rationality (Sabic-El-Rayess: 2020, pp. 1-16; Ahmad & Ahmad: 2019, pp. 746-778). Nowadays, there are two definitions are given to the word jihad by common people, they are holy war and holy struggle, where holy struggle more spiritual than a marital concept (Sivan: 1998, pp. 171-194). To reduce radicalism, jihad should be promoting as a holly struggle, not a holy war.

In the case of Croatia, schools are believed by the police to have a great role in preventing radicalism and extremism so that the education regulation should be adjusted to prepare the schools for doing preventive actions. Schools can be a place for conducting the deradicalization process, however, it should be carefully designed and collaborative efforts among stakeholders should be created to get a better result since schools are not the only places to do that job.

CONCLUSION

Jihad is one of the basic concepts of Islamic teachings that have a multi-dimensional bias in theological dimension, devotion (worship), social and religious, cultural, political, economic, and scientific and technological. Therefore, it is not surprising that jihad becomes a concept that not only vibrates human instincts but also the trajectory of human civilization in its understanding and application so that in its development that never stops making jihad more interesting to talk about, especially when the development of jihad has entered the era of globalization now in various parts of the world, as happened in Indonesia. In the historical reality of Muslims, the issue of jihad not only experienced a conceptual shift among the Ulamas but also experienced the evolution of the reality of the jihad movement since the early days, especially in the times of the Islamic caliphates, to the contemporary jihad movement in the hands of Islamic movements, by experts referred to as radical Islamic groups or Islamism groups which in turn made activities of Islamic studies from the West seemed trapped in negative understanding when talking about jihad.

Based on the result of this research, we can conclude that every student in 20 different universities has a different perspective on jihad. On the one side, it can be said that more than 60 present of the respondents' answers is still in the category of the main stream from the understanding of jihad in Islamic teachings. On the other hand, 25-35 present of their answers tends towards radical understanding so that they need to get further attention from various parties, especially from scholars and experts and the government to be more active in enlightening the true meaning of jihad and in deradicalizing the jihadis movements so that the understanding and application of jihad can adjust to the development of the times to build a civilization that brings prosperity to the mankind.

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Cultural Psychology, Social Identity, and Community Engagement in World Heritage Conservation Sites

Psicología cultural, identidad social y participación comunitaria en la conservación de sitios patrimonio mundial

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RESUMEN

Esta investigación utiliza el estudio de caso de sitios patrimonio mundial del Sur de Asia y de la región del Asia Pacifico. Tiene como objetivo explorar cómo la psicología macrocultural, la identidad social y el compromiso de la comunidad influyen en la conservación de los sitios patrimonio mundial. Los datos para este documento se obtuvieron de tres países asiáticos, a saber, Indonesia, Pakistán y Malasia. Se realizaron grupos focales y entrevistas en profundidad a todos los interesados, ademas, se llevó a cabo un análisis temático de datos. El documento encontró que en estos tres países las ruinas de sitios patrimoniales, se utilizan para crear identidad social, macro psicología e involucrar a las comunidades.

Palabras clave: Asia, compromiso comunitario, conservación, patrimonio de la humanidad.

ABSTRACT

This research uses the case study of world heritage sites from South Asia and the Asian Pacific region. It aims to explore how macro cultural psychology, social identity, and community engagement influence the conservation of world heritage sites. The data for this paper was collected from three Asian countries namely Indonesia, Pakistan, and Malaysia. FGDs and In-depth interviews from all the stakeholders were conducted, also, data analysis were made. The paper found that in all three countries heritage site remnants are used to create social identity, making macro psychology and engaging communities.

Keywords: Asia, community engagement, conservation, world heritage site.

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INTRODUCTION

Cultural heritage is a significant incentive to tourist demand, whether it is exhibited in the buildings, infrastructure, places, or sites or exists as the cultural environment manifested from the atmosphere of historical places or towns. The role of cultural features is frequently documented by the tourism data collection in various countries which may include concrete and intangible heritage as determining factors of tourists' decisions for traveling to various destinations. The concept of heritage has summoned for numerous deliberations among scholars across the globe, including both theoretical and pragmatic sense to the heritage that it is not easy to define this concept due to its hybrid and complex nature (Graham & Ashworth: 2000, p. 129). One way to define heritage is by employing it within a specific set of psychological, cultural, or social values assigned by individuals and organizations (Smith & Akagawa: 2008). These ascribed values on heritage vary in the context of reason, culture, level, location, and time (Graham & Ashworth: 2000, p. 129).

The impact of World Heritage Sites on the psychological development of residents is inevitable as the local communities are open for tourism across the globe. Various activities are generated via tourism including economic, social, and cultural, etc. Thus, tourism can elevate the local life and sustain tourism via enhanced local infrastructure and shared plans that can upgrade health care, education funds and resources, employment prospects, and earnings level. The socio-cultural and psychological aspects of tourism may incorporate a greater sense of social identity, cultural psychology, an intensified sense of linkage with the indigenous environment, and better social capital followed by an increase in several tourists. For instance, in the case of Indonesia, the presence of tourism destinations enriched the resident's attitude towards accommodating modifications, which enhanced their understating about other people's practices and traditions and improved their overall lives (Cochrane: 2018, pp. 335-344).

The importance of the interrelated concept of heritage and identity is ever-growing despite the mounting risks due to globalization, which is subsequently corroding the people's cultural values and historic civilizational particularities, and the persistent changes internationally influencing the thoughts, sensitivities, ideas, beliefs, and opinions articulated by people's cultural values and civilizations, even though the diverse backgrounds. At this crucial hour in human history, it is principally true that identities are facing the risk of melting in the predominant widespread identity, and human heritage experience distortive campaigns which are intended to play down its significance and undermine its compelling role in the protection of human communities' right, to cling down to their own set of traditions and historic identity (which are perceived as the main support of their moral, psychological, cultural and civilizational specificities). Heritage is not only the part of the past alone, where it has witnessed recording all the progress in all areas and the succeeding events through ages, But it also incorporates the present and associated modifications as well as all the prospects of the future. Heritage encompasses our lives and transforms us into the future; it is a part of ourselves and hence, it is impossible to detach oneself from it. Therefore, heritage is the inherent feature of identity which conditions all other components. Heritage is not bounded by time. The historic studies and works of scholars, intellects, researchers, scientists, poets, philosophers, historians and academicians across diverse fields of knowledge are a form of heritage such as psychological heritage, cultural heritage, scientific and intellectual heritage. Hence heritage is an integral part of our minds, heart, souls, and collective memory. Heritage is not just the past, but the present and future equally.

Cultural heritage and social identity exists in correlation and are interconnected. The shared identity associated with one's cultural background and historic setting may initiate feelings of pride in one's culture. Education and efforts to raise awareness of the public about the existence, importance and conservation of historic sites attribute to this pride in one's cultural heritage and identity (Schuster: 1997). The local engagement has been proven to be beneficial in promoting voluntarism for the conservation of Bangkok Old Town in Thailand (Sirisrisak: 2009, pp. 405-411) and Dragon Garden in Hong Kong (Cheng & Ma: 2009, pp. 511-528). The maintenance and preservation of heritage infrastructure and inner-city renovations bring cultural benefits as well as economic assistance to the local inhabitants. Also, if local participation is

encouraged via providing sustainable finances for heritage conservation, then the societal welfare will be considerably enhanced.

Moreover, the phenomenon of macro-cultural psychology is deeply rooted in the study of psychological as well as macro cultural factors such as cultural concepts, artifacts, and social institutions. Aligning with this rationality, the study of macro cultural psychology ensures that psychological phenomenon is embedded in historic forces such as policies of the government, warfare, migration, and immigration, production means, technology, art and literature, industrial development, religious values, nuclear family, consumerism or economic liberalism. The further psychological phenomenon is explained as essential components or constituents of macro cultural aspects such as social institutions, antiques and artifacts, and cultural concepts. What we ponder, observe, or perceive and sense is via macro cultural factors. Correspondingly, psychology is the study of motivation and incentives, sensation and perceptions, emotions, self-identity, cognition, memory and intelligence, self-recognition, personality, mental or psychological disorders, cognitive development of cultural behavior which attributes towards cultural concepts, artifacts, and social institutions. To do so, cultural features must be present in psychology. And this is exactly what is studied by the macro cultural psychology phenomenon.

Therefore, to understand conservation of heritage, there is a need to consider cultural sensitivity (both social identity and macro cultural psychology) and historic specificities while overseeing the challenges posed at different stages of developing and managing processes (including the identification and planning stage, development and implementation, appraisal and monitoring. Engaging members of the local community, in collaboration with other stakeholders, in the conservation of world heritage sites is vital as its potential for transforming beliefs, practices, principles, and behavior towards sustainable development cannot be ignored (Halim & Ishaq: 2017, pp. 11-38).

Numerous studies have concentrated on societal engagement in the preservation of World Heritage sites (WHS) and the advancement of heritage tourism (Su & Wall: 2014, pp. 146-156). The inclusion of native residents in the heritage management of world heritage sites and tourism advancements enhances the quality of life of the local population and promotes sustainability in heritage site conservation programs (Sirisrisak: 2009, pp. 405-411). Further, by engaging community in localized world heritage sites advances the sense of belonging and identity of inhabitants and stimulates the factor of psychology which simplifies social network development and infuses understating of the significance of the local area. The following section debates the heritage community management.

LITERATURE REVIEW

Heritage community engagement in World Heritage Sites (WHS) conservation

About Pakistan, Indonesia and Malaysia (case studies for this paper), the heritage community denotes every member of society which may include concerned governments, residents, experts and others who considers themselves as a part of the particular cultural heritage of a country (irrespective of if they ascribe value or not) and shows concerns for the heritage sites conservation. Public engagement refers to the cooperative mechanism which allows concerned people to contribute in the decision-making process World Bank defined public engagement as “a process by which people---especially disadvantaged people---can influence over policy formulation design alternatives, investment.” Public engagement is now getting popularity across all disciplines and becoming a fundamental element in the process of decision making.

Due to rising appreciation for the relationship between social- the well-being of people and cultural heritage, the need for developing public engagement in the context of preservation is acquiring strength. According to Auclair and Fairclough (Auclair & Fairclough: 2015), “Heritage is not merely a set of objects but is more about the collaboration between public and their world and interaction between communities and people”. Thus in the contemporary world, heritage conservation should lean towards people's well-being.

To realize its prospects as a social service, the management of heritage calls for encouraging community engagement and to highlight the fact that cultural heritage is a public good. By community involvement in heritage, management does not imply that public or residents should have full control over conservation of heritage sites and the truth is, residents, do not need to perceive involvement as such. Community engagement denotes the cooperation amongst the members of the community to pursue an individual's welfare, attain mutual goals, and improve the local community (Rasoolimanesh et al.: 2017, pp. 142-153). Thus, for the creation of long-lasting and strengthened relationships between community members, it is vital to form connections and then sustain those collaborations. Community engagement is proven to establish a sense of belongingness, faith, and trustworthiness amongst community members (Rasoolimanesh et al.: 2016, pp. 72-81).

Macro cultural psychology and heritage conservation

Psychology, culture, and humanness interrelated and cannot exist in isolation. Each of them complements other and are important constituents of one another. For example, on one hand, individuals are responsible for the creation of cultural products whereas simultaneously on another hand, social relations and cultural activities form the individuals. This gives a new form of identity to individuals and subsequently, the cultured and civilized individuals show unique capabilities of developing psychology. Correspondingly, Humanness, civilization, and culture are planned, maintained, and revised by psychology. The psychological phenomenon is interpreted by macro cultural psychology as one largely equipped by three categories of macro cultural factors such as; social institutions, artifacts, and cultural concepts. Social institutions include the education system, government, economic institutions like multinational entities, religious institutions like mosques or churches, social family structures like extended family, etc. Artifacts as a macro cultural factor may consist of apparel clothing, shopping centers, mosques, advertisements, separated schools and colleges as of workplaces and home architecture. The cultural concepts are referred to as privacy, property, family, time, abortion, etc. These shared and persistent macro cultural factors are political due to their creation after a persistent and enduring struggle between various interest groups (such as ethnicities, social groups, gender) and eventually the dominance of certain vested interests.

Social Identity and Heritage Conservation

Heritage and identity are considered by researchers to have a very strong correlation. Both are fundamental to individuals as well as communities and exist in amalgamation to one another. Distinctive heritage and unique cultural identity exist in every nation, to whom some nations are mindful while others are oblivious. Social identity is described as the same in all respects, according to the recent literature. Similarly, modern dictionaries also defined identity as the entire spirit of an individual or entity, which symbolize their unique yet intrinsic features. It is also known as 'self-unity'. Our civilization heritage defines our perception of identity. The identity of every nation or country is distinct from others in all manners. Three different meanings can be inferred from identity as the personification, the individuals themselves, and their external being. The overall intellect for the term identity does not change, no matter, if we assume linguistic or philosophical acceptation, as the general acceptance of the meaning of the term, will always imply for it to be distinct from others. That is to say, it will always distinguish society and individuals from each other due to its particular features, principles, and elements. In a nutshell, the absolute and unique traits of a given nation are reflected in their cultural and civilizational identity, which distinguishes the national personality patina from the personalities of other nations. More precisely, in this paper, we anticipated exploring the role of social identity in the conservation of WHS in specific Asian countries.

METHODS

Site selection

Indonesia, Malaysia, and Pakistan are considered culturally rich countries in the Asian region. Indonesia, a developing nation and member of ASEAN has various cultural heritage traditions and sites in its thirty-three provinces and comprised of approximately 400 tribes and local languages. Malaysia also is considered a culturally rich and developing country and represents three main communities: Malay, Indian, and Chinese. The rich culture of Malaysia and its diverse traditions are evolved from ancient cultures. The Islamic Republic of Pakistan also has a very rich culture in the south Asian region and is a densely populated country with a population exceeding 200 million people. In these culturally rich countries, the social benefits associated with cultural heritage are getting more recognition than ever especially when it comes to shaping personal or collective identities. Therefore, data collection was done from these three countries and selected sites from these countries are described below.

George town world heritage site (Malaysia)

UNESCO officially declared George Town as World Heritage site along with Melaka city in July 2008, which is located to the north east of Penang Island in the north of Malaysia. Back in 1786, the British East India Company established a colonized trading center in George Town. Ever since, George Town is considered as a hub for trade and cultural exchange and evolved into a multicultural historic city from a small trading port in Think City, 2013. According to the statistics of State Government of Penang [SGP], the World Heritage Site zone of George Town protected almost 1900 notable historic structures and the architectural landscape of the city shows the diverse cultures and religions. The substantial and intangible heritage of George Town is reflected from its mass gatherings for religious festivals, dances, costumes, art, music, food, and lifestyle. George Town is being used as a major Southeast Asian trading port by different cultural groups from Asia, the Middle East, and Europe, hence the city represents a unique amalgamation of architecture, traditions, culture, and urban landscapes.

Fort and Shalimar Gardens in Lahore (Pakistan)

Shalimar Gardens and Lahore Fort reflects the zenith of Mughal's artifacts and architectural expressions, dated back to the 17th century. Both sites were added to the world heritage sites list. Located in the city of Lahore Pakistan, The Lahore Fort, Shalimar Garden, and two royal complexes are protected under WHS and have a distance of seven kilometers from each other. The two complexes included monumental architect and extensive water gardens and fountains, both expressed the aesthetic sense of Mughal creativeness during the 16th and 17th centuries. The Mughal civilization was an amalgamation of Muslims, Persians, Mongols, and Hindus and for several centuries, The Mughal Empire ruled and dominated the subcontinent and influenced the cultural and subsequent developments.

Kotagede heritage site, Yogyakarta (Indonesia)

Kotagede heritage site is located in Yogyakarta province in Indonesia and one of the key heritage sites. Yogyakarta is neighborhood to historic Kotagede in Indonesia. Kecamatan, an administrative district in Yogyakarta was also named after this heritage site i.e. Kotagede. Remains of the first capital of Mataram sultanate from the 16th century were also present in the historic city of Kotagede. Some of the relics and artifacts in Old Kotagede shows the historic remains of the palace, the royal cemetery, the royal mosque, moats, and defensive walls. Internationally, Kotagede is also famous for its prominent silver crafting.

Research design

The research design adopted for this study is qualitative research, where the main data collection techniques employed are FGDs and in-depth interviews, and the question statements from previous related studies are adapted (France et al.: 2014, p. 119). A literature review of heritage tourism identified that majority studies focused on the only theoretical perspective of relations between sustainability and tourism, planning procedures adopted for regional tourism or collaborations, and partnerships between stakeholders. Although the study of tourism impact on the community by Faulkner and Tideswell's (Faulkner & Tideswell: 1997, pp. 3-28), research by Wells & Lixinski (Wells & Lixinski: 2017) over the relationship between sustainable development and tourism heritage mining about the inter-institutional partnerships at World Heritage Sites provided valuable insights, none of the studies dedicated their efforts to examine how or to what extent sustainability is adopted in tourism management plans at World Heritage Sites. Therefore, WHS was considered suitable as a research sample for this study mainly because of two reasons. First, the significance of declared world heritage sites in international heritage is based on generic mutually agreed criteria globally; second, recognized and autonomous experts have access for an independent assessment of WHS. So in this way, the importance given to the incorporation of sustainability in the tourism management of world heritage sites is not only recognized universally but likely to replicate such practices across national, regional, and local levels.

For the sake of this research, three heritage sites (out of thirty-three sites identified) were selected as a suitable research sample. These three sites studies showed relative conformity with the legislative framework and recent inscribed properties. Most importantly, all-inclusive management plans were in place for all three sites and many experts considered these sites as ideal for other such heritage sites. The primary data for this research study comprised of 21 in-depth interviews (seven in each country) and 6 FDGs (2 in each country). Along with primary data, existing theoretical perspectives by research themes (which include macro cultural psychology, community engagement, and social identity) were also identified, based on which focused thematic analysis was conducted.

Data analysis

In-depth interviews and Focus Group Discussions were conducted in Pakistan, Malaysia, and Indonesia from world heritage conservation experts, government officials, presidents of cultural heritage NGOs, and local community within the time frame of twelve weeks in 2018-2019. All the interviews were recorded and the time duration of each in-depth interview was between forty-five to fifty minutes apart from initial discussions. Participants were given the freedom to discuss questions before interview recording to ensure that there is no ambiguity with what would be asked of them and they understand the questions. Recommended guidelines were followed thoroughly and question statements were designed before the interviews. All interviews were taped as well as documented manually and transcribed. Interviews and FGDs were translated into English, transcribed, and theme coded. Theme coding was done to explore the converging as well as differentiating ideas and concerns of respondents.

Steps applied for data analysis

For this research, the methodology can be defined in three stages. At stage one, the structural coherence of each plan and methodology of the planning mechanism was determined. Evaluation instruments were used at stage two for coding the plans. Themes were identified from coded data at stage three, which was then followed by detailed analysis for examination of the integration of sustainable tourism principles at each world heritage site. Findings and discussions are presented in the following section.

RESULTS

Research findings for this paper collected from all the three countries are presented in the following section.

Perceptions of community

The socio-demographic characteristics of the research participants collected within in-depth interviews from all three countries are analyzed as age, gender, educational level, and residence. Age and gender distribution among all the 126 respondents, with age brackets from 20 years to 60 years of age, were almost the same. Most of the respondents from all three countries were largely educated. These respondents were engaged, either directly or indirectly, with the heritage sites in the respective areas in their countries which were contributing to achieving affirmative survey results. According to data collection, while determining the prevailing situation of the heritage sites in all three countries, various challenges were singled out from diverse indicators: the absence of conservation as well as management, cheap infrastructure quality and signalization, poor quality of tourist services and lodging, the absence of interpretation and animation on heritage sites, the shortage of offers for tourists and marketing and few cultural events. As far as respondents are concerned, they singled out the following factors as foremost causes for this situation: a shortage of finances, non-existence of public care from government administrations, lack of proper management plans, absence of experts, the lack of awareness and care of the local inhabitants. Without any significant differences, questions distributed among respondents in all three countries were alike.

Social Identity and cultural heritage

The respondents from all selected countries indicated their consent that voluntary efforts and cooperation from local inhabitants are required to conserve heritage sites. The findings showed that even though the community engagement and deliberations benefit in aligning the conservation goals of various stakeholders, individuals may wriggle out from their commitments due to the diverging notion among individuals and collective interests.

It has been established that individual interests may be aligned in a pro-social way if the community shares a mutual concern regarding cultural values. While checking the emotional manipulation, the findings from all three countries showed that respondents felt pride in their historic and cultural values. This may indicate the substantial willingness of people to contribute towards public good and about their social identity. In all three countries, those respondents who were well-informed of cultural information exhibited greater supportive and accommodating behavior as compared to others who were not informed of the same information. The local community, in case of Pakistan, showed insignificant information about cultural values which made them less cooperative as compared to the local community of Indonesia and Malaysia where the community was informed with a substantial level of information.

Through the FGDs, the well-informed participants seemed to be optimistic with regards to the level of involvement and contribution as compared to members who were not well informed. Excluding Pakistan, even the less primed members from Indonesia and Malaysia demonstrated their consent for contributing to the heritage conservation. Moreover, the findings revealed that the local community in the cultural treatment showed more reciprocity than other members who were in the control treatment. Their inclination for contribution was enhanced when local community members contributed more, however, this pattern was absent in the control treatment.

The claim of one's specific genuine culture is a reaction that is shown when any social group is alienated from their identity. It is foreseeable that the world population will be affected by global flows, yet not at the point of conversion of all communities to a constant mass. The confrontational identities and project identities come onto the act here, invigorating with revealing multiculturalism, and revoking the coca colonization of culture to a certain extent (Urry: 1999, pp. 310-324). While giving responses to the question regarding this, all

the respondents from three countries pronounced that they take pride in their identity, and heritage sites are a manifestation of such pride. Therefore, they have a psychological attachment to their cultural values and heritage.

Macro cultural psychology and cultural heritage

Respondents were asked questions in context to the role of macro cultural psychology in the heritage sites conservation. The question which was asked included the influence of social institutions, historic relics, and cultural concepts in the preservation of heritage sites. Owing to the broad evidence for the escalating individualism and diminishing collectivism, the question arises whether the nation's cultural heritage would eventually disappear. The findings are in contradiction to this question as there is minimal possibility of such happening. First, the findings revealed that despite the escalating individualism around particular nations, the cultural heritage of customary belief methods will continue exerting influence upon society.

Second, the findings from FGDs and in-depth interviews provided ample evidence that certain features of collectivism still endure. The findings suggested that despite the apparent escalation of prevailing individualism over time, some customary values still sustain, and in some cases, these traditional values bear more weight such as in the case of Pakistan and Indonesia, which is aiding them in the conservation of heritage sites. However, in the case of Malaysia, the findings revealed that some aspects of collectivism or traditional values still endure.

Third, at the societal level, the findings showed that collectivism within the in-group is stressed in all three chosen countries and enhances cooperation in team-bonding, however, collectivism at the institutional level is reassured in Malaysia only which motivates cooperation in group-bridging. The main contributor to the conservation of cultural heritage was found to be the macro cultural psychology within all these countries. Further, it was established that the capacity to endure cultural heritage may not essentially specify the lack of shifts in culture, provided that incentives for validating such values may change or modify across time.

Potential of the heritage-conversation the George Town, Yogyakarta and Lahore

IBLI The community considers the potential possibilities brought with the development and conservation of heritage and show welcoming behavior in all three countries. They believe that the cultural heritage is revitalized in a proper way when the cultural tourism is the product and sites are made attractive for the tourists in the George Town, Yogyakarta and Lahore.it can be concluded from the respondent's answers that these regions are very attractive to be developed for tourism as 92.% respondents responded affirmatively. Considering the overall attractiveness of the sites of heritage for the research as far as the destination for tourists and place for living is concerned, it is revealed that the majority of respondents gave positive answers with very fewer negative responses and those too from residents of smaller villages. Similarly, it is found that the results regarding the attractiveness of the heritage are similar for all the three countries. OGRAPHY

Levels of awareness and involvement of the local community

It is found that the residents have very low levels of involvement and awareness in development projects which is examined through their level of awareness and involvement. The results of FGDs revealed that the locals had no knowledge of development projects related to the conversation of cultural heritage in their area and only limited people were well aware of the development. The direct involvement of residents in the projects is limited with only seven residents from all three countries who were employed in public institutions assigned with these responsibilities. Furthermore, the residents do not expect heritage conversation to have a positive impact and expressed their key concerns.

The contributions of the heritage conversation to the local community in terms of positive impact is also limited and has multiple viewpoints. The respondents from Lahore, Pakistan do not see any of its advantage or contribution to the local people. Numerous respondents from George Town, Malaysia, and Yogyakarta, Indonesia are of the view that such projects contribute positively to the community whereas the majority

respondents consider these projects as significant contributors to the local community (mostly the representatives of governments and their institutions, owners providing facilities of accommodation, restaurants, etc). It can be deduced that they are very welcoming to the heritage conversation activities to improve the present situation.

Stakeholder participation

The major stakeholders have been identified in all the plans but only two plans comprehensively define their relationship whereas the consultation process is explained by all three. The World Heritage Site Strategy Group prepared the consultation draft of George Town, Malaysia detailing the major landholders as well as the organizations with responsibilities of statute and authority within the WHS and fall under the World Heritage Convention.

The plans did not outline the level of consultation and its influence on the strategic direction yet the six management plans only established a framework for involvement and participation of different stakeholders that is government, non-government, local community, and visitors in the three cities Yogyakarta, Lahore and George Town. The sites are however comprised of management structure and Coordinator of World Heritage Site. There is variation in the backgrounds of site coordinators as half had a background of architectural/planning and the rest three with a background of conservation. The structure of management consists of a management committee where technical panels and working groups support and assist it. The plans lack in detailing the practical manifestations and expressed consultation process and review.

Heritage management

All three countries are in their transition phase as far as protection and maintenance of cultural heritage are concerned. This area is characterized by several problems such as economic crisis from a long period that is the 1990s and is still in occurrence. This period is marked with the governmental avoidance of taking the responsibilities and shortage of finance. The government institutions also lack knowledge related to the practices of management and finding substitutes for finance and fundraising. Furthermore, preservation and conservation levels are different across different sites. The heritage assets in the larger towns are processed through conservation, reconstruction, revitalization, and also made open to the public for the tourism purpose. Whereas, the larger settlements are mostly isolated and characterized by their poor infrastructure where illegal and uncontrolled constructions have been made accompanied by demolitions and diggings of the sites. These sites have become very unappealing as no cultural programs are organized and the public's interest has diminished. The local communities of such sites are also ignorant of such developments as they are mostly poor and the standard of living is also low where the majority of people are illiterate especially in Pakistan and Indonesia. In the heritage there is a shift from conservation to revitalization as the notion of sustainable heritage management is gaining prominence.

Stakeholders in the cultural and heritage conservation

Most of the countries have undertaken efforts so that cultural assets can be protected through the modernized legal and administrative system but the outcome of these efforts is insignificant. The conversation has been integrated into the planning process to achieve better collaboration planning of tourism and protection of heritage. The protection of heritage sites has become more difficult as various levels of jurisdiction and numerous stakeholders have been involved. The government organizations at the national level are to be considered while considering the problem of jurisdiction globally and its distribution across and between multiple sectors.

The heritage conversation process should identify the major stakeholders at earliest and know their interest and level of influence in the process. The communication plan is based on this analysis which also determines the engagement level of stakeholders and their role in the process. The respondents have

revealed in FGDs that the decision making processes do not incorporate and consult the local communities (whereas researches in the past demonstrate democratic processes of all three countries do not consider the citizen participation as vital to the processes).

DISCUSSION

The respondents were provided with an opportunity to express their thoughts and provide suggestions for improving the existing situation. Overall, respondents give recommendations such as renovation and recompensing of buildings, providing lights in the area, cleaning of sites, employing trash-cans and benches, deploying signs and information desks, enlarging parking spaces, introducing shops and workshops, bringing up cultural events, etc. The general positions of respondents varied largely as per their residence; for instance, the inhabitants of bigger towns showed more optimistic thoughts whereas others expressed reserved opinions in regards to the management of heritage sites and tourism development possibilities in the future.

To sum up, in regards to In-depth interviews and FGDs with expert panels and government official, it was found that the communities in Malaysia and Indonesia are more inclined towards promulgating their cultural heritage by emphasizing their social identity whereas, in the case of Pakistani administration, no such contribution is visible. This is all aligned with the findings of the studies conducted by Chirikure et al. (Chirikure e et al.: 2010, pp. 30-44). Moreover, it was established from research findings that the administration of Malaysia was more actively involved in disseminating its heritage and mounting it within a larger prospect to create their social and cultural identity as an attraction for common interest, all in a struggle to outreach tourist market places overseas.

This has resulted in the renewal of heritage sites with the restoration of the original vision, outlining the old function for use in the present societies. As this context is considered, social, cultural, and economic synergy is achieved by aligning the development and marketing strategy with the conversation (Baltà Portolés & Dragićevic Šešić: 2017, pp. 159-173). The sustainability is achieved by no alteration to the original characteristics and values of the heritage in the process (Terzić et al.: 2014, pp. 1-16). The management is tasked with developing heritage sites that are suitable for community use (the cultural animation and tourism economy models are utilized). The preservation of cultural identity is done through the rehabilitation of heritage in any region. Sustainable development is achieved when cultural tourism is promoted.

The resident population will be marginalized if the current trends continue in the development of tourism. Positive outcomes can only be generated through the involvement and direct part of local communities in the process along with the involvement of local government and its institutions. Direct participation in its ideal form comprises conducting public debates relating to the issues of common interest to make decisions accordingly. The cooperation and integration of the activities are necessary to achieve sustainable development at all levels which currently lacks in Serbia.

CONCLUSION

To conclude, it can be said that to create a national identity, existing nation-states prefer to use metaphors of selected past. In today's world, conservation of heritage is the manifestation of persistence on coordination and coherence over time among the specific community group and its surroundings, cultural psychology, and social identity where the key feature of sustainable development attributes to the perception of the preservation of people's lifestyle. Thus a modern masterpiece is created through the freezing of individual monuments which verifies the conception of discontinuities.

In all the three countries i.e. Indonesia, Malaysia, and Pakistan, heritage site remnants are utilized to create identity, psychology and the objective of this activity is to achieve and enhance the economic

performance of the city. These heritage sites are situated on the momentous and crucial location in these countries which have the potential for unifying the integrity of desirable look, macro cultural psychology, and social identity of the society. These are being utilized for the restoration of vanished infrastructure traditions and craftsmanship, thus advancing to the continuity of culture, social identity, and civic engagement. The underlying capacities of these heritage sites for promotion of celebrating the cultural values and social traditions would enhance the new form of cultural identity and subsequently, put down a firm foundation to levigate urban conservation in the contemporary realization of cultural values.

Heritage is a neglected resource that lays out the vital foundation for human existence. Heritage may direct the future of societies while signifying the evolving culture. In Asian countries such as those of Indonesia, Malaysia, and Pakistan, attention should be given to the social and psychological integration in cultural and growth actions and the realistic evolution of societies.

The researcher forms the opinion that human societies in the contemporary dynamic world are exposed to severe challenges that pose a threat to diminish their national identity, socio-cultural, psychological and civilizational specifications, and religious nobility. Further to worsen the situation, these fast-paced drastic changes within an autonomous world order does not spare any chance to rise to them successfully. World heritage sites are the distinct components of people's cultural values and civilization and are perceived as important elements of identity, a reflection of itself, and heritage vehicle. The conservation of heritage in various forms and expressions is considered as an obligation and a duty and is implicitly understood that it is the trove of treasure and accumulative outcome of people's experience in several realms of knowledge. Failing to conserve heritage is weakening the shackles of one's identity and abandoning the cultural origins. Therefore, it is imperative to protect and preserve the cultural heritage in all its diverse forms for future generations.

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Government-Use License and Stem Cell-Based Pharmaceuticals Patent: Equitable Access to Covid-19 Medications

Licencia de uso gubernamental y patente de productos farmacéuticos basados en células madre: Acceso equitativo a los medicamentos Covid-19

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RESUMEN

En respuesta al brote de la pandemia Covid-19, algunas compañías farmacéuticas han patentado sus medicamentos para combatirlo, incluidos aquellos basados en células madre. Probablemente se plantearán preguntas sobre cómo acceder a dichos medicamentos porque la protección de la patente otorga un derecho exclusivo al titular de la misma, para evitar que otra persona pueda beneficiarse con un aumento de precio a gran escala. Luego, el documento revisará la regulación y la práctica del uso gubernamental en Indonesia y la posibilidad de dicho mecanismo para acceder a los medicamentos Covid-19.

Palabras clave: Covid-19, Indonesia, medicamentos, patente, uso gubernamental.

ABSTRACT

In response to the outbreak of the Covid-19 pandemic, some pharmaceutical companies have patented their drugs to combat it, including those based on stem cells. Questions about how to access such drugs will likely be raised because patent protection grants an exclusive right to the patent owner, to prevent someone else from benefiting from a large-scale price increase. The document will then review the regulation and practice of government use in Indonesia and the possibility of such a mechanism to access Covid-19 drugs.

Keywords: Covid-19, Indonesia, drugs, patent, government use.

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INTRODUCTION

Covid-19 is the name given by the World Health Organization (WHO) to the SARS-CoV-2 virus-associated disease (Golchin et al.: 2020, pp. 1-7). Covid-19 has emerged as the most deadly pandemic around the world since the new coronavirus strain firstly reported in Wuhan, China. This new coronavirus had elicited a pandemic of respiratory ailment since December 2019 and has now disseminated to multiple countries in the world, including in Indonesia after the first case reported on March 2, 2020, when two residents of West Java tested positive for the virus. The Covid-19 has plunged most countries, including Indonesia, into a global pandemic and the virus continues to cause massive disruptions in all facets of societies around the world. The World Health Organization has proclaimed this epidemic as a global public health emergency (BBC News: 2020).

Most countries have taken measures to slow down the spread of Covid-19 through lockdown, confinement and other social distancing measures. Even with painstaking global restraint and lock-down efforts, the prevalence of Covid-19 still continues to climb, with an increasing number of new cases and significant mortality worldwide. The virus has infected over 5,704,736 people globally and killed over 357.736 (WHO: 2020). In Indonesia, more than 25.216 cases have been confirmed as positive for Covid-19 with the number of fatalities is over 1.520, while the number of patients who have recovered is 6.492 (the Jakarta Post: 2020; AHK Indonesian: 2020). However, the actual number of Covid-19 deaths in Indonesia may be substantially higher than officially reported as several regions have recorded hundreds of fatalities among patients under surveillance.

Since the current measures are to slow the spread of the virus only, some believe that the effective way to actually prevent people from catching Covid-19 is with a vaccine, drugs, antiviral, or any effective medications. The battle against Covid-19 is not won until successful medications can be tested, manufactured, and distributed to the population at large around the globe.

However, it has become a big challenge to find an effective medications solution for this dangerous disease since scientists are still developing medications to treat its symptoms of Covid-19 as viral infection known to have the fastest frequency of recombination or replication. Although according to the World Health Organization (WHO) that there are more than 120 vaccines being developed worldwide and undergoing clinical trials, still no proven vaccines or antiviral drugs to treat Covid-19 and most patients only receive palliative care. Scientists around the world are still working on experimental treatments for Covid-19 and to combat Covid-19 virus with the concerted effort to rapidly innovate new diagnostic tools, treatments, medicines and vaccines for the virus.

Covid-19 has introduced a new global race to own patent rights to Covid-19 medications which countries were competing to be the first to find medications to this deadly pandemic and to ensure that their citizens will have access to any medications once available. This includes developing a vaccine to stop people from falling ill in the first place, testing kits and drugs to treat that infected Covid-19.

Most countries and big pharmaceutical companies are racing to respond as quickly as possible to stop the virus from spreading and save lives by innovating new medical products and technologies, including devices, save lives, reduce suffering and improve health in good quality, safe, effective, available, affordable, acceptable and properly used for Covid-19 response. Although there is currently no vaccine or drugs for Covid-19, several pharmaceutical companies in Europe, the United States, and China believe they are close to producing successful drugs for Covid-19.

The Covid-19 pandemic deserves consideration of all medications and experimental treatment choices. Severe respiratory consequences of the Covid-19 pandemic have prompted an urgent need for new and effective medications or therapies. The therapeutic options against this virus are under clinical evaluation such as antiviral drugs, steroids, traditional medicine, or serum from healed patients. The therapist believes stem cells could have been an alternative solution too and turned out to be a viable option for Covid-19. Although

the medication using stem cell is quite extraordinary and need a larger clinical trial for result validation, it may offer a promising improvement for treating Covid-19 patients by reducing the death rate from infections.

Once a Covid-19 stem cell-based drugs or medication have been approved and patented, a further set of challenges will present itself. The main challenge relates to production and supply since as soon as Covid-19 vaccine, or stem cell-based medication is approved, it's going to be needed in immense quantities and many of the companies in the Covid-19 drugs or vaccine do not likely have the necessary production capacity to meet the mass supply demand. Due to so few candidates in the pharmaceutical stem cell-based drugs or vaccine development and production facilities tend to be tailored to specific vaccines or drugs, the supply will be under threat, and the demand outweighs the production.

In addition, since patent gives to the patent holders an exclusivity period during which it may choose who, when, where, and how that invention is made, used, or sold, the patent holder can decide how medications are approved for use within their borders only, or to whom and when they may be exported internationally. Given the rate at which Covid-19 is spreading globally, it is likely the global demand for Covid-19 medication will exceed any supply. A similar situation happened when Australia became the first nation to develop a successful Swine Flu vaccine in 2009, the global demand for the vaccine exceeded Australia's ability to produce it, and Australia's government ordered that Australian citizens receive priority in obtaining the vaccine before any could be exported abroad (the National Law Review: 2020). The problem is making sure the vaccine gets to all those who need it. This is a challenge even within countries, and some have worked out guidelines. There will be a limited supply when a vaccine is successfully developed, at least initially. The healthcare workers who come into contact with Covid-19 patients would be prioritized to get the vaccine first, followed by the elderly people since the disease is most deadly in the older group. In the pandemic scenario, some countries would prioritize vaccinating healthcare and social care workers, along with those considered at highest medical risk with the overall goal of keeping sickness and death rates as low as possible.

In a pandemic period, countries also have to compete with each other for medications. Due to pandemic tends to hit hardest those countries that have the most fragile and underfunded healthcare systems, there is an inherent imbalance between need and purchasing power when it comes to medications. During the 2009 Swine Flu pandemic, for example, vaccine supplies were snapped up by nations that could afford them, leaving poorer ones short. The same problem will also apply to any potential Covid-19 medications.

Along with problem on availability and supply, the access to the Covid-19 medications will present as another handicap. Some countries make a promise to assure that drugs, vaccines, or technologies for combating Covid-19 will be broadly licensed and will be available across the globe to ensure access for vulnerable populations. However, the access to prospective Covid-19 medication seems vulnerable when knowing the response of China and the United States to Covid-19 which show a strong nationalist sentiment that access to the drugs or vaccine could be used as political leverage against the others (the National Law Review: 2020).

In addition, with the exclusive right, the patent may allow the holder to be dominant in the market, and they may abuse its dominant position by refusing to issue a voluntary license to manufacture the Covid-19 medications and may set excessive prices of essential medicines out of the reach of most people who need them. The excessive prices of the drug show disproportionate to the economic value of the goods even when taking into account the cost of production, research and development (R&D) costs and an appropriate rate of profit.

Patent abuse such as excessive pricing or refusals to license based on a dominant position in the market or where a finding anticompetitive behaviour of the patent holder may undermine to availability and access to Covid-19 medications. This situation calls the need for the government-use license as one of the important remedies to ensure availability and access to Covid-19 medication. Government patent use will reduce excessive prices for essential patented medicines and will permit the government to procure generic versions of patented drugs in reasonable exchange compensation the patent holders. Generic version for patented drugs is necessary for the outbreak of pandemic since such generic drugs are a proven and reliable method

to realize lower prescription drug prices. On average, drugs with three generic manufacturers are priced at 60% of the brand name level, and five manufacturers are priced at less than half the brand price, and that prices of drugs with ten or more manufacturers are only about one-fifth of brand prices (Dave et al.: 2017).

In the pandemic situation, it is essential to ensure access to Covid-19 medications, including stem cell therapy or stem-cell-based medicines that could potentially treat Covid-19 symptoms in patients most in need of medical aid. The public health emergency permits the Indonesian government to use patented inventions on Covid-19 treatment and make regulations to address shortages of such medications.

As Indonesia has experienced to issue government-use previously to improve access to essential medicines particularly antiviral and retroviral drugs, the paper argues that government should take the same strategy by invoking the provision of government-use license in case Covid-19 pandemic, where there are significant social gains to be achieved to procure drugs or medications at the generic price. This approach will also allow the government to import drugs at the marginal cost of production, therein maximizing social benefit. To make this mechanism work to support innovation policy, the government must pay patent holders compensation adequate to protect R&D incentives. With the scheme, the social gains in the practice of government-use will likely far exceed the possible losses.

METHODS

This paper is legal research aimed at analyzing for medicines. To achieve the goal, this paper uses both the primary legal materials (all applicable legislation), and the secondary legal sources which are in the form of literature and related materials. The method of this research includes conceptual, and statute approaches in order to affirm the conclusion that to address public health on access to medications, Indonesia can override patents for public health purposes by issuing government-use that enable the generic manufacture of Covid-19 medication. The research recommends that government-use license will be a workable method to ensure access to essential Covid-19 medications for Indonesia because Indonesia has previously carried out this scheme for Hepatitis and HIV/AIDS antiretroviral drugs.

RESULTS

Stemcell medication for Covid-19

The Covid-19 pandemic, which is rapidly and continuously spreading globally, is a severe acute respiratory illness caused by a new coronavirus named severe acute respiratory syndrome coronavirus two called SARS-CoV-2. This virus can mostly result in serious significant respiratory morbidity and mortality called Acute Respiratory Distress Syndrome, although in some cases, Covid-19 patients are afflicted with not only Acute Respiratory Distress Syndrome but also other complications such as myocardial injury, arrhythmia, acute kidney injury, shock, and death from multiple organ dysfunction syndromes. Mortality in COVID-19-infected patients with the inflammatory lung condition is reported to approach 50% and is associated with older age, co-morbidities such as diabetes, higher disease severity, and elevated markers of inflammation (Sami: 2020).

Treating Covid-19 patients, particularly those afflicted with severe ARDS or lung inflammation (pneumonia), is challenging as no specific drugs or vaccines against Covid-19 are currently available. According to the International Society for Stem Cell Research (ISSCR), recently, there are no proven vaccines or antiviral drugs for the effective prevention and treatment of Covid-19 infection (Golchin et al.: 2020, pp. 1-7) and palliative care is the most current treatment for patients. This global respiratory infection has prompted an urgent need for novel therapies; therefore, identifying a safe and effective treatment for severely affected Covid-19 patients is critical for saving lives. Several experimental treatments against the virus are under

clinical evaluation such as antiviral drugs, steroids, traditional Chinese medicine, serum from healed patients, etc. Recently, some doctors have tried stem cells therapy approach for their patients and persist that stem cell has been a valuable solution too and has turned out to be a viable option for Covid-19 medication. Stem cells are defined as unspecialized cells with self-renewal and differentiation potentials that have the abilities to maintain stemness or differentiate into more specialized cells.

Since most Covid-19 patients commonly characterized by fever (82%), cough (81%), severe pneumonia and acute respiratory distress syndrome, stem cell-based approaches have demonstrated safety and possible efficacy in patients with the acute respiratory distress syndrome. It is known that stem cells rejuvenate and regenerate cells in the body through various processes involving reduction of inflammation, secretion of substances that protect cells, transfer of mitochondria, reduction of cell death, anti-oxidative effects and improvement of immune system function. These effects are likely to increase survival in patients infected with Coronavirus.

Stem cells combat viral attack by the expression of specific genes known as interferon-gamma stimulated genes which are expressed in stem cells before their differentiation (Wu et al.: 2018, 423-438). Stem cells are expected to survive when transplanted into a patient with a confirmed Covid-19 infection because the therapy, particularly using Mesenchymal Stromal Cells, oppose viral infection due to the presence of specific cytokines improved qualities in the intrinsic niche before their separation process happens. There is direct evidence of stem cell protection against viral infection such as in the case of H5N1 coronavirus, the acute lung injury effect was reduced by stem cell treatment using Mesenchymal Stromal Cells, and the treatment increased survival. The researchers explain that, once MSC is injected into the blood, these cells can travel to the lungs and secrete growth factor and other cytokines—anti-inflammatory substances that modulate the immune system, so it does not go into overdrive (Nordrum: 2020).

With Covid-19, complications arise when the virus' spike protein binds to receptors (especially present in the lugs) on the surface of a healthy cell and when the cells fuse, the virus infects the healthy cell, followed by an aggressive immune response that, in turn, causes, irreparable cellular damage. Stem cell therapy which involves one of the methods of the injection of such Mesenchymal Stromal Cells is capable of modulating and normalizing the function of a body's immune system.

While many approaches are being investigated, Mesenchymal Stromal Cells are showing intriguing potential for Covid-19 treatment since Mesenchymal Stromal Cells may help counteract a cytokine storm, an uncontrolled rise of the immune response resulting in the increase of inflammation mediators (Shetty: 2020, pp. 462-464). During a cytokine storm, the immune system goes into overdrive, and the patient's tissues and organs can be fatally damaged with Acute respiratory distress syndrome is a common sign (Bioscience Institute: 2020). In Covid-19 patients, it corresponds to the severe oxygen deprivation that requires mechanical ventilation. The secretions from Mesenchymal Stromal Cells to be effective at treating inflammation, cytokine storms and potentially exert beneficial effects by improving the lung microenvironment, inhibiting immune system over-activation, promoting tissue repair, protecting lung alveoli epithelial cells, preventing pulmonary fibrosis, or improving lung function.

To treat Covid-19 patients who particularly afflicted with severe pneumonia, Stem cell therapy using Mesenchymal Stromal Cells offers a promising approach towards mitigating delirious effects of infection. The therapy may reduce the expression of pro-inflammatory cytokines and promoting endogenous repair of damaged tissues. Stem cell therapy using intravenous infusion of Mesenchymal Stromal Cells could reduce the over activation of the immune system and support repair by modulating the lung microenvironment after Covid-19 infection even in elderly patients (Shetty et al.: 2019, pp. 470-482). The intravenous infusion of Mesenchymal Stromal Cells has claimed a safe and efficient approach for treating patients with Covid-19 pneumonia, including in elderly individuals (Shetty: 2020, pp. 462-464). Mesenchymal Stromal Cells infusion would likely be particularly beneficial to elderly patients infected with Covid-19, both with and without co-morbidities, as this population is more susceptible to Covid-19 induced pneumonia, resulting in severe respiratory distress and death because of immune senescence (Shetty et al.: 2019, pp. 470-482). Intravenous

infusion of Mesenchymal Stromal Cells typically leads to their accumulation in the lungs, where they secrete multiple paracrine factors (Lee et al.: 2009, pp. 54-63). Such factors likely played a significant role in protecting or rejuvenating alveolar epithelial cells, counteracting fibrosis, and improving lung function.

There are numerous virologists, stem cell researchers and cell therapy companies are exploring potential approaches to the treatment and prevention of Covid-19. For instance, researchers in China administered Covid-19 patients with a mesenchymal stem cell therapy that demonstrated success at treating the illness by effectively boosting the immune system to fight Covid-19. Researchers have reported results from patients treated with stem cells at Beijing You'an Hospital by receiving a single infusion of Mesenchymal Stromal Cells. They claimed that virtually all symptoms disappeared in all patients and reported no apparent adverse effects. Chest CT imaging demonstrated that chest pneumonia infiltration was significantly subsided. Also, the majority of patients showed negative results for the virus nucleic acid test over a week or two after Mesenchymal Stromal Cells infusion. The overall improvement was quite extraordinary for an elderly patient in a critical condition after the infection.

In Australia, abased firm Mesoblast is evaluating stem cell therapy for use against Covid-19 by investigating allogeneic Mesenchymal Stem Cells candidate called remestemcel-L, in patients with Acute Respiratory Distress Syndrome. Remestemcel-L has potential for use in the treatment of Acute Respiratory Distress Syndrome, which is the principal cause of death in Covid-19 infection. Remestemcel-L comprises culture-expanded MSCs derived from the bone marrow of an unrelated donor and is administered in a series of intravenous infusions. Since the same inflammatory biomarkers are also elevated in Covid-19, remestemcel-L could be useful in the treatment of patients with acute respiratory distress syndrome due to Covid-19 because Remestemcel-L infusions were well-tolerated, significantly reduced inflammatory biomarkers, and significantly improved pulmonary function in those patients with elevated inflammatory biomarkers. This stem cell therapy is believed to have immune-modulatory properties to counteract the inflammatory processes that are implicated in several diseases by down-regulating the production of pro-inflammatory cytokines, increasing production of anti-inflammatory cytokines, and enabling recruitment of naturally occurring anti-inflammatory cells to involved tissues (Sami: 2020).

In the United States, some cell therapy companies patented stem cell inventions such as FibroGenesis, and a Texas-based regenerative medicine company focused on tissue regeneration and chronic disease reversal using Human Dermal Fibroblasts (HDFs) filled with United States Provisional Patent Number 63/002,134 titled, "Peptides and Adjuvants for Augmentation of Fibroblast Therapy for Coronavirus". The invention provides methods of preventing infection, propagation, and pathology caused by the Covid-19 virus. The claims in the patent include the utilization of fibroblast cells along with adjuvants such peptides and hydroxychloroquine which stimulates the production of natural interferon to suppress the viral infection and corresponding cytokine storm. Other US cell companies, Vitro Biopharma, developed patent-pending and proprietary line of umbilical cord-derived stem cells AlloRx(TM) Stem Cells now being used in offshore regenerative medicine clinical trials (Barons, 2020). In addition, BeyondSpring Inc, a New york biopharmaceutical company focused on the development of immuno-oncology cancer therapies, has submitted a provisional US patent application for BPI-002, for methods of treating viral infections, including Covid-19, when administered alone or in combination with a vaccine. BPI-002 is a novel orally administered small molecule agent that is a potent T-cell co-stimulator. Moreover, Novellus patented process applies exclusive non-immunogenic synthetic messenger ribonucleic acid (mRNA) molecules for the creation of induced pluripotent stem cells (iPSCs). The iPSCs are stem-cell therapy for acute respiratory distress syndrome associated with Covid-19 that usually will be used to create MSCs with advanced immune-modulatory properties (Drug Discovery: 2020). Along with Novellus, Citius Pharmaceuticals has also patented process uses non-immunogenic synthetic mRNA molecules to create iPSC-derived MSCs.

In India, Bengaluru-based R&D firm, Stempeutics Research has submitted to the Drug Controller of India (DCGI) over a license to begin trials on Covid-19 patients for Stempeucel. Stempeucel is a stem-cell-based

drug which is granted by a US process patent. Stempeutics makes stem cell-based drugs or regenerative medicine, which enables living, functional tissues to repair or replace tissue or organ function lost due to age, disease, damage or congenital defects (Abrar: 2015). In Israel, pharmaceutical outfit, Pluristem Therapeutics has revealed positive results having tested it on critically ill Covid-19 patients by using PLX cell product candidate for treating respiratory and inflammatory complications caused by the novel Coronavirus infection under a compassionate use program for the treatment of Covid-19, as approved by the Israeli Ministry of Health.

According to Hidreth (2020), some stem cells for Covid-19 medications have been explored by some cell companies such as to the development of allogeneic, virus-specific T-cell therapies to combat SARS-CoV-2, the virus that causes Covid-19 has been developed by AlloVir collaborating with Baylor College of Medicine. Also, Celltex Therapeutics is evaluating autologous Mesenchymal Stem Cell against Covid-19 induced pneumonia and has previously facilitated over 9,000 Mesenchymal Stem Cell (MSC) therapies for various diseases without incurring any adverse events, including Acute Respiratory Distress Syndrome, inflammatory lung disease, influenza and viruses similar to Covid-19. In addition, Celularity has studied the capacity of its cryopreserved allogeneic, off-the-shelf NK cell therapy developed from placental hematopoietic stem cells (CYNK-001) for the treatment and prevention of Covid-19 infections Cynata Therapeutics is investigated The capacity of its Cymerus™ platform to manufacture iPSC-derived MSC for the treatment of Covid-19 patients with severe symptoms, including Acute Respiratory Distress Syndrome, sepsis and cytokine release syndrome. ImmunityBio which explore the use of bone marrow-derived allogeneic mesenchymal stem cells (BM-Allo-MSC) to mitigate the cytopathic storm for severe state patients in the severe state of Covid-19 disease has been developed by NantKwest.

While patented the stem cell-based medications for Covid-19, some researchers and pharmaceuticals companies have also increased activity in the clinical trial. The World Health Organization International Clinical Trials Registry Platform (WHO ICTRP) reported a combined 29 trials exploring the potential of stem cells for treating Covid-19.

Patent and access to essential medications of Covid-19

A patent is an exclusive right granted by the state to inventors for their inventions in the field the technology for 20 years to carry out the invention or provide the approval to other parties to carry it out (Article 1.1 and Article 22 of the 2016 Patent Act). This exclusive right also includes the right to prevent third parties from "making, using, offering for sale, selling, or importing" the patented product or process without the patentee consent (Article 19 of the 2016 Patent Act). Patent owners shall also have the right to assign, or transfer by succession the patent (Article 74 of the 2016 Patent Act), and to conclude licensing contracts (Article 75 of the 2016 Patent Act).

According to TRIPS, patents shall be available for both products and processes, in all fields of technology, that new, involve an inventive step and are capable of industrial application (Article 27) with the duration of patent protection is 20 years (Article 33) with the bundles of rights in Article 28. These standards have been adopted in Article 2 of the 2016 Patent Act that includes new, inventive step and capable of industrial application for patentability. These standards apply to any inventions, including for stem cell-based drugs or vaccines or medications. Although stem cell-based inventions are extraordinary and sometimes controversial, the inventions shall be protected under the patent system as long as they meet the patentability requirements since patents shall be available and patent rights enjoyable without discrimination as to the place of invention, the field of technology.

However, once a Covid-19 stem cell-based drugs or medications have been patented and approved to be used for Covid-19 treatment, there is a question of how to access to such medications. The problem of making sure the medication gets to all those who need, will emerge since the patent on medications may prevent patients from accessing to such medications. The patentees of stem cell-based medications are given by patens system an exclusivity right to choose who, when, where, and how that invention is made, used, or

sold. A patent secures to the inventor the exclusive property in the patented invention which cannot be appropriated or used without the license of the patentee. Patents suppress competition since during the period of patent protection it enables the patent holder to exclude the competitors from making the same products, which lead to limited supply and high prices for medication. At a health systems-level, high drug costs may lead to overstretched health budgets, rationing, and failure to provide the best possible care and access to essential medicine. At an individual level, these costs may lead to catastrophic expenditures, non-adherence to treatment (Huskamp et al.: 2003, pp. 2224-2231), sickness (Cohen: 2013, pp. 25-37) and even death. New medications are expensive not because they are expensive to manufacture but because they are protected by patents, which allow companies to bar competition and act as the sole supplier of new medicine.

Patents permit companies to charge profit-maximizing prices; they reduce the uptake of patented medicines, generating a social cost for people who need to access the medicines. Companies introducing new drugs enjoy a long period of market exclusivity. Such exclusivity has made pharmaceuticals one of the world's most profitable industries with profit margins for some companies reaching an estimated 42%. The grant of the monopoly allows the manufacturer to charge any price that is believed the market will bear. The average markup for patented drugs is nearly 400% (Baker: 2004). Introducing generic competition can cause prices to fall to as little as 6 % of the patent-protected price. However, in many instances, there are no close substitutes for a given drug; it is difficult for medicines to be true market substitutes for one another.

Experts have pointed out how the current patent system is not fit for purpose, with suppliers accused of turning a profit by denying access to life-saving medicine. Experts warned that multiple patents were still in force in most of the world for such treatments, threatening the affordability and supply of the new drugs. When a medication currently has been patented, and clinical trials have been acquired, the further question to ask is whether all countries have access to these medications at affordable rates since patent regimes that are prone to monopolizing innovations that people need access to. In the pandemic period, this situation will contradict the need for universal access to patented medicines, medical products, vaccines, health technologies, and any other treatments for Covid-19. If there is a clash between access to essential medicines and patent rights, the primacy of access should be promoted firstly. Given how strict access to patented drugs can be under existing norms, it calls a solution to find a way to enable wider access to some patented medications for Covid-19.

Covid-19 pandemic places sudden and intense demands on health systems, including access to essential medications to treat and to combat the virus. The morbidity and mortality of Covid-19 lead to the rapid response on Covid-19 medications, including access to such medications as the primary public health priority. The International Health Regulations 2005, which came into effect in 2007, imposes a binding legal obligation to strengthen alert and response capacity in the face of pandemics, public health risks and emergencies and to provide support to states in the development and maintenance of minimum core capacities for the detection and assessment of, and response to, those risks and emergencies which are attributable to communicable diseases. This obligation also applies to the pandemics of Covid-19.

In the pandemic situation, it is essential to ensure access to Covid-19 medications that could potentially treat Covid-19 in patients most in need of medical aid. Ensuring access to essential medications is one of the main obligations for fulfilling the right to health (United Nations Economic and Social Council: 2000). WHO has encouraged countries to amend their national legislation or constitutions to provide for this specific right. It is the policy of the state to protect public health and, when the public interest or circumstances of extreme urgency so require, it shall adopt appropriate measures to promote and ensure access to affordable quality drugs and medicines for all.

In order to ensure access to essential medicines, Indonesia has established a national drugs policy. WHO has released comprehensive guidance on creating these policies, which should address access to, and the quality and rational use of, medicines. The WHO Model List of Essential Medicines can help to guide drug selection, although the development of a national list should take account of national priorities and disease

challenges. A national drug policy, including a list of essential medicines and standard treatment guidelines, can increase the use of generics, improve prescribing practices and protect against drug resistance. The policy has the main objective to secure the right to universal access to essential medicines by committing the government to: a) ensure the availability and accessibility of essential medicines to all citizens; b) ensure the safety, efficacy and quality of drugs; c) ensure good prescribing and dispensing practices; d) promote the rational use of drugs by prescribers, dispensers and patients through the provision of the necessary training, education and information; and e) promote the concept of individual responsibility for health, preventive care and informed decision-making. To achieve the aim of such national drugs policy, Indonesia can implement TRIPS flexibility to meet the goal of access to essential medications for Covid-19 under the government-use license scheme.

Government-use: The concept and international legal basis

TRIPS Agreement lays down the minimum substantive standards of patent protection provided by WTO Members, which main elements of protection is defined, namely the subject-matter to be protected, the rights to be conferred and permissible exceptions to those rights, and the minimum duration of protection. The patent is an exchange between the inventor and national government in which the inventor discloses to the public exactly how to recreate drug invention and is in return given an exclusivity period during which it may choose who, when, where, and how that invention is made, used, or sold.

Accordingly, the patent is an exclusive right that enables the holder to exclude competing suppliers during the period of patent protection. In the case of the patent on pharmaceuticals, when patent regimes work well, they ensure a return on investment for the patent holder who to discover, develop and deliver a new drug to market, while ensuring the continued availability of generic medicines after the patent has expired. However, patents may fail to achieve their objective as instruments of innovation on new drugs in the market since both governments and patients, particularly in low-income countries, lack the purchasing power to new medicines. The number of new essential drugs under patent protection will increase, but the drugs will remain out of reach to people, particularly in developing countries because of excessive price.

Since patents eliminate competition, they can also lead to limited supply and high prices for medicines during the term of patent protection. High prices, as well as the scale of need for Covid-19 drugs, may combine to defeat the goal of providing universal access to a national list of essential medicines, especially in poor countries. The patent may prevent the widespread availability of patented medicines, medical products, vaccines, health technologies, assured health quality for the treatment of Covid-19.

To respond these public health problems, the Doha Declaration on TRIPS and Public Health adopted by Trade Ministers at the Doha Ministerial Meeting in November 2001 (the Doha Declaration on TRIPS and Public Health) has recognized the complexity of the impact of patents as incentives for drug discovery, access to medicine and the effect of patents on generic medicines need in the market. When the period of patent protection has expired, generic versions of the drug may be manufactured and imported without infringing any patent rights. However, in the period of patent protection, national government and private suppliers need to negotiate with the patent holder for the price at which the medicine can be imported into that country, or alternatively negotiate for a license to manufacture the medicine within the country in the case that equal generic medicines are not available.

Since patent protection for a particular medicine may affect price and availability, TRIPS includes a number of flexibilities that can be used to reduce the prices of essential medicines and to meet the goal of universal access. The flexibilities are given as the options for countries' decisions and choices when the implementation of the patent standard in the TRIPS is undertaken according to their national policy. The flexibilities could be distinguished into (i) subject matter which qualifies for protection; (ii) scope of the protection; (iii) modes of IP enforcement; and (iv) matters of administration.

The flexibilities allow WTO members to customize their patent laws in accordance with their unique legal systems, public-health situations and development needs. In particular, members were given the ability to

adopt certain measures that neutralize the impact of exclusive rights, promote competition and facilitate access to medicines. Despite their obligation to implement laws granting and enforcing patents on pharmaceutical products, WTO Members retain considerable scope to adjust their patent laws in order to achieve public health objectives.

Under the flexibilities, TRIPS does not prevent national governments from issuing government-use as part of compulsory license in order to meet national health objectives. The Doha Declaration on TRIPS and Public Health affirms that each member has the right to grant compulsory licenses and the freedom to determine the grounds upon which such licenses are granted (Doha Declaration: 2001). Government-use license to manufacture or import a patented drug without the authorization of the right holder are allowed but are made subject to conditions ruled in Article 31 of TRIPS in order to protect the legitimate interests of the right holders. Article 31 of TRIPS acknowledges that national patent laws may authorize public, non-commercial uses of patents by or on behalf of the government, where the conditions set out in Article 31 are satisfied. The conditions include the obligation to have prior negotiations with the patent holder to acquire a voluntary license - although prior attempts to obtain access to the patented drug on commercial terms are not required in the case of a national emergency, or in cases of extreme emergency, or in other circumstances of public, non-commercial use by the government in order to achieve the government's policy of providing universal access to medicines, diagnostics, vaccines or medical devices (Doha Declaration: 2001). However, these conditions should be read together with Article 27.1 of TRIPS, which require that patent rights shall be enjoyable without discrimination as to the field of technology, and whether products are imported or locally produced.

The Covid-19 pandemic crisis has brought the international community together in formulating a response to facilitate access to diagnostics, patented medicines and other tools needed for prevention, treatment, and care for people. Concerns had been growing that patent on Covid-19 medication might restrict access to essential medicines for populations in Indonesia in the efforts to control diseases of public health importance. The country might face obstacles when seeking to implement measures to promote access to Covid-19 medication in the interest of public health. To respond the obstacles, Indonesia may authorize the use of a patent without the permission of the patent holder, due to the scale of the health threat caused by a disaster, pandemic or security threat of Covid-19, including the interruption of supplies at affordable prices.

A government-use license is a compulsory license granted in favour of a government entity to use the patented invention. A compulsory license is an authorization granted by a government to a party other than the holder of a patent to use a patented invention without the consent of the patent holder (UNTAD, 2005). Government-use enables a competent national authority to license the use of a patented invention to a third party or government agency without the consent of the patent-holder.

Government-use license gives the government the right to use patented inventions without permission as long as paying the patent holder a reasonable compensation. Government-use is a march-in right to respond to the soaring cost of pharmaceuticals by relying on the rights to use generics for drugs that are excessively priced against benchmarks set. The government-use provision is a kind of government immunity from patent claims and immunity from patent infringements. It means that although in pharmaceuticals area, a patent actually gives the right to prevent others from making, selling, using, or importing a covered medicine, patent holders cannot stop the government from procuring the generic version of their patented medicine or prevent other generic manufacturers from producing or importing the medicine in certain circumstances and conditions, with entitled to reasonable compensation. Although government-use is issued without the permission of the patentee, the application of government-use will not infringe their patent right when all requirements and the conditions are satisfied, and reasonable royalty is provided. The availability of compensation in this scheme shows that the provisions of government-use try to create health policy when they mandate comprehensive drug coverage on the one hand, and simultaneously demand strong exclusive rights for pharmaceutical innovators on the other.

By the ability to procure low cost of the generic version of patented Covid-19 medication, government-use offers a panacea for patented medications which is not made available to the public on reasonable terms, and become a legal remedy for the social cost of negative excess of patent exclusive right since patents permit their holders to extract as much revenue as possible, setting prices without regard to the real cost of R & D or pharmaceutical manufacturing. Government patent use should be used to remedy the national crisis surrounding access to Covid-19 medications.

Government-use in Indonesia

Indonesian government policies on access to medicines are driven by the goal of universal health care which is underpinned by the 2004 Social Security Law. Indonesian health authorities have also often stressed the need for self-reliance to meet pressing public health about ensuring access to medicines, including for Covid-19. Some efforts have been taken to make medicines and vaccines more widely available to the population. Health authorities encourage firms to set up local pharmaceutical factories, develop local vaccine production capacity and have exerted the government-use licenses.

The government has issued some decrees that override the patents on some essential drugs (hepatitis and HIV-AIDS) and opens the way for cheap generic versions, in what is being described as a precedent under government-use license. The government has regulated government-use license firstly in the Patent Act No 6 in 1989 (Article 104-108). The further standard and procedure of government-use were set up under Government Regulation No. 27 in 2004. In the new patent act (the 2016 Patent Act), provisions of government-use are included in Article 109-120 which adopts the procedural requirements for government-use in Article 31 of the TRIPS Agreement. Although it does not appear that any articles on the provisions contradict the TRIPS Agreement, it is still needed to design better leverage existing TRIPS flexibilities in the government-use to ensure access to medications for Covid-19.

According to the 2016 Patent Act, the government-use license is issued under the critical reasons that the patents are very important for national security and defence (Article 109.1.a), and very urgent for the public interest (Article 109.1.b). For security and defence, government-use is allowed to use of the patent in the fields of firearms, ammo, military explosives, chemical weapons, biological weapons, nuclear weapons, military equipment (Article 110). For public interest emergency reason, government-use will be also allowed to manufacture patented drugs under the reason that the patents are very urgent for the public interest (Article 109.1.b) which covers the use of patent in the fields of: pharmaceutical products needed to deal with widespread infectious diseases; chemical products related to agriculture; or animal medication needed to cope with pests and/or animal diseases that are widely infected; processes and/or products to deal with natural disasters and/or environmental disasters (Article 111). In relation to Covid-19, Indonesian authority can issue government-use license for patented medication (drugs, vaccines, test used for Covid-19 pandemic) under the rational background that the patent are very urgent for the public interest, including patent on stem cell based pharmaceutical products needed to combat widespread infectious deadly diseases of Covid-19.

Along with those critical reasons, it is necessary actually to add other reasons in the sub paragraph of the patent provisions which allow the possibility of issuing a government-use license upon a finding of anticompetitive behavior of patent holder. This is essential since patent may allow the holder have dominant position in market by providing set of exclusive rights, that make them abuse its dominance by refusing to issue a voluntary license to procure the Covid-19 medications. Patent abuse by refusals to license based on a dominant position in the market or other finding anticompetitive behaviors of the patent holder may insecure to access to Covid-19 medications.

When government manufactures and procures the generic version of patented Covid-19 medications under government-use, the 2016 Patent Act ensures that government will provide appropriate compensation to the patent holders (Article 115). Standard of compensation in the case of pharmaceuticals has set under on Article 31(h) of the TRIPS Agreement and the 30 August 2003 Decision of the implementation of Paragraph

6 of the Doha Declaration on the TRIPS Agreement and Public Health which states that remuneration should be "adequate", taking into account the economic value of the authorization in the country. Although no specific compensation rates are specified in the 2016 Patent Law, in practice, the rate became the subject of further regulations that are announced with the issuance of government-use license such as the Presidential Decree No. 83 of 2004 on exploitation of patent by the Government on Anti Retroviral (ARV), Presidential Decree No. 6 of 2007 on the amendment of the Presidential Decree No. 83 of 2004, and Presidential Decree No. 7 of 2012 on exploitation of patent by the Government on Antiviral and Anti Retroviral. In these Presidential Decrees, compensation to the patent holders was given at 0.5% of the generic net sales value. Although there is no real global precedent on the issue of remuneration, the specific rate cited in the Indonesian government-use licenses of 2004, 2007, 2012 could be considered "adequate" since in relation to licenses, the rates have differed widely from as low as 0.01% (in the United States) to as high as 45% (United Kingdom) of net sales (UNTAD, 2011). However, it should be reasonably explained how government set at 0.5 % compensation rate and how to respond when the rate is challenged by patent holders.

Not only ensuring compensation, the 2016 Patent Act also ascertains that the implementation of government-use license on Covid-19 medication will not eliminate the right of the patent holders to exercise their patent rights (Article 112.2). In addition, the Act also obliges that patent exploitation by the government shall be limited, to meet domestic needs, and are non-commercial (Article 109.2). In previous practice of government-use for Hepatitis and HIV-AIDS drugs, the Indonesia health authority has issued government-use specifically for local production to fulfil the domestic demand on patented drugs and the license is aimed for non-commercial purpose of patients treatment only.

The first government-use license issued in 2004 under Presidential Decree No. 83 in 2004 as legal basis for a government-use license over two anti retrovirals (Nevirapine patented by Boehringer Ingelheim, and Lamivudine patented by GlaxoSmithKline) for the HIV-AIDS medication by commanding the state-owned enterprise (Kimia Farma) to manufacture them. In 2007, under Presidential Decree No. 6 in 2007, government issued the second government-use license to manufacture the generic version of Efavirenz (patented by Merck). The basis reason of both government-use licenses relied on the price differential between the patented drug and the cost of producing a generic equivalent as the rationale for issuing the government-use license. Compensation to the patent holders was established under the Decrees at 0.5% of the generic net sales value. Summary of Indonesia's government-use based on Presidential Degree No 83 od 2004 and Presidential Decree No. 6 in 2007 can be seen in the table below :

No	Type	Patent Holders	Patent Number	Commence Year	Valid Until	Compensation
1	Nevirapin	Boehringer Ingelheim (BI)	ID 0001338	2004	Oct 31, 2011	0.5% of the net sales value
2	Lamivudin	Biochem Pharma INC	ID 0002473	2004	Jan 28, 2012	0.5% of the net sales value
3	Efavirenz	Merck & Co, INC	ID 0 005 812	2007	August 7, 2013	0.5% of the net sales value

Table 1. The government-use license for Antiretroviral in 2004-2013

In 2012, under the Government Regulation No.76 of 2012 government exploits patents for seven HIV/AIDS and hepatitis B medicines to ensure the availability of good quality, safe and effective generic versions of anti-retroviral and anti-viral drugs. This decree may represent the broadest single use of government-use license for pharmaceutical and renews the previous government-use by adds seven more drugs in the list that includes Evavirenz and Nevirapine (for anti retroviral), Lamivudine (for Hepatitis B). These drugs can be now licensed by the Ministry of Health to pharmaceutical companies to exploit patents on behalf of the government, effective until the end of term of each patent, with a 0.5% compensation paid to the

patent holders. Indonesia's government-use based on Presidential Degree No 76 of 2012 is summarized below:

No	Type	Patent Holders	Patent Number	Commence Year	Valid Until	Compensation
1.	Efavirenz	Merck & Co, INC	ID 0 005 812	2007	August 7, 2013	0.5% of the net sales value
2	Abacavir	Glaxo Group Limited	ID 0 011 367	2012	May 14, 2018	0.5% of the net sales value
3	Didanosin	Bristol Myers Squibb Company	ID 0 010 163	2012	August 6 August, 2018	0.5% of the net sales value
4	Lopinavir & Ritonavir	Abbot Laboratories	ID P 0023461	2012	August 23, 2018	0.5% of the net sales value
5	Tenofovir & Emtrisitabin	Gilead Sciences, Inc	ID 0 007 658	2012	July 23, 2018	0.5% of the net sales value
6	Tenofovir, Emtrisitabin & Evafirenz	Gilead Sciences, Inc	ID P0029476	2012	November 3, 2024	0.5% of the net sales value

Table 2. The government-use license for Antiretroviral in 2012-2024

DISCUSSION

The benefit of government-use

By issuing government-use in 2004, 2007 and 2017, Indonesia has set an important precedent about how to solve patent problem on access to drugs by initiating to produce low-price of generic drugs. Indonesia's action sets a critical precedent for global public health and shows powerful example for other countries. Indonesia has shown that countries can take action to enable the production of low-price versions of essential life-saving medicines for the citizens. It is a tremendous triumph for Indonesia when issuing government-use that allows government to access generic versions of patented medicines at much cheaper prices. Indonesia stands at the head of the pack of countries that have stood up to big pharmaceutical corporation power and to the trade and diplomatic pressure exerted by US and EU powers that consistently advance the patent monopoly rights of pharmaceutical corporations (Baker: 2012).

It is very substantial benefits of government patent use as a strategy to lower drug costs and improve access to medicines, particularly where communicable and life-threatening diseases such as Covid-19 are concerned. From a public health emergency viewpoint, the scheme offers the benefit for the best form of patient care or the best approach to managing Covid-19 outbreak by ensuring access to essential Covid-19 medications. In the case of facing difficult access to patented Covid-19 medication, government-use will be a strategic solution which allow patients to be treated appropriately with inexpensive generic medications for Covid-19 according to clinical need and far less money will be spent in the situation of financial distress during the outbreak.

From the financial standpoint, given major new drug approvals result in debilitating costs to public health care budgets, acting government-use decisively in the case of Covid-19 can save the national budget in expenditures on other new medicines in the future. Asserting government-use may encourage government agency or companies to establish lower launch prices and escape from drug-pricing trap by procuring the generic version. The substantial benefit would be a reduction in the opportunity for patentee to extract monopoly profits that far exceed their R &D costs. Used wisely, power of authority to issue government-use

license could help diminish the inefficiencies and health impact of the current pricing trap paradigm or patented drug monopoly, at least for current government health programs in combating Covid-19 pandemic.

To access drugs on Covid-19 medication, the government-use might the strategic options chosen by health authority although the TRIPS Agreement provides other similar patent flexibilities such as a compulsory license. The reason why Indonesia may opt to issue government-use over Covid-19 medications because government-use is more feasible than compulsory license as the compulsory license has tighter requirements such as the need to demonstrate prior negotiations with the patent owner for the unsuccessful voluntary license, to address a national emergency or other circumstances of extreme urgency, non-working patent or harmful implementation of the patent in local territory (Article 31 of TRIPs and Article 82.1 of 2016 Patent Act).

There are some certain benefits of issuing government-use licenses over compulsory licensing. Procedurally, the ability to proceed with the government-use is easier because it can be issued in the absence of failed prior negotiations with the patent holder, and therefore easier to issue in the medical emergency such as a break of pandemic Covid-19. Indonesian government might procure patented Covid-19 medications under the reason that the patents are very urgent for the public interest (Article 109.1.b of the 2016 Patent Act) which covers the use of the patented pharmaceutical products needed to deal with widespread infectious deadly disease of Covid-19. The authority also issues government-use license rather than compulsory license because it is not limited to cases of non-working under the current Patent Law.

Furthermore, government-use will restrict the choice of firms who could import or manufacture using that license to government ministries and state-owned enterprises, of which there are currently only four (Bio Farma, Kimia Farma, Indofarma, and Phapros). The authority prefers to issue the government-use license to importation since the drug importation has set the stricter requirements. Importation is permitted for drugs destined for public health programs or new drugs and drugs that cannot be manufactured locally, with the requirement that a foreign manufacturer must sign a written consent to transfer technology to the local manufacture drug within 5 years (Health Ministry Decree No. 1010 in 2008, Articles 9 and 10).

The potential opportunity

According to Decision on the Implementation of Paragraph 6 of the Doha Declaration on the TRIPS Agreement and Public Health, it instituted an elaborate system whereby government-use are encouraged as one method for providing medicines to countries with little or no manufacturing capacity and providing authority to exporting and importing drugs needed. With a strong local generic industry and with previous experience in procuring generic version of patented drugs, Indonesia will not only be able to procure generics of the patented medications for domestic consumption, but also can potentially serve as a candidate exporting country of Covid-19 medications by using government-use.

This opportunity widely opens because of the important position of Indonesia on regional cooperation. In Association of Southeast Asian Nations (ASEAN), Indonesia is often regarded as the natural leader has generally been recognized by the other ASEAN members as first among equals in the sense of its geographical dimensions, large population, strategic position and natural resources. With some members of ASEAN are less developed countries (LDCs) which are supposed not to have capacity in manufacturing pharmaceuticals, there is opportunity to manufacture and export the Covid-19 medication to them. Therefore, Indonesia needs to incorporate the Paragraph 6 of the Doha Declaration into patent law in order to have notification mechanism which request local pharmaceutical industries to act as a regional exporter for Covid-19 medications under the system instituted by Paragraph 6 of the Doha Declaration.

The challenges

Although countries had a right to override patents by issuing government-use in certain limited circumstances, government-use license is criticized to undermine medical innovation since systematic issuance of such licenses sets a negative precedent and can reduce the incentive to invest in the R&D of new

medicines that address medical need, including in the case of Covid-19. Therefore, patent holders argued that government-use should be issued as a last resort since. They recommend that negotiated approaches, such as tiered pricing, or voluntary licensing or social responsibility have been also recently supported and promoted by the World Health Organization/WHO (Beyer: 2012, pp. 9-12).

Innovator of Covid-19 would likely complain that government-use interferes with their incentives to invest in innovation. However, such incentives would remain robust if the government compensation were sufficient to compensate the companies for research and development costs, adjusted for risk of failure and margins of error in calculations made government agency or court. Other adjustments might also be appropriate—for example, to reflect the share of R & D costs attributable to the market or to provide a bounty for particularly important innovations***.***

CONCLUSION

The number of people which are infected by coronavirus in Indonesia appears at alarming level since the country has intense population with nearly 250 million people. One of the major reasons to decrease Covid-19 mortality rates is the provision of have effective treatment and access to effective medications which mostly patented by the inventors. If Indonesia cannot afford the Covid-19 treatment, the mortality rate will exceed at very dangerous levels.

To stop the virus from spreading and save lives as the struggles to deal with the Covid-19 pandemic, stem cell based medications may reduce death rates and cure the critically ill patients. Although stem cell-based inventions are extraordinary and sometimes controversial, but as inventions they shall be protected under patent system as long as they satisfy the patentability requirements. Hence, when patent on Covid-19 stem cell based drugs or medications are approved, there is problem of making sure the medication gets to all those who need since patent may prevent patients to access to such medications due to the exercise of patent's exclusive rights which may cause high cost, lower output and limited supply of medications in market. The patent on Covid-19 medications might turn a innovation miracle into a social tragedy by stifling public health on access to essential medicines.

To address such public health on access to medications, under TRIPS flexibility, Indonesia can override patents for public health purposes by issuing government-use that enable the generic manufacture of patented drugs or vaccines or other medications for Covid-19. Government-use license requires some course of action to procure generic equivalents of the patents for Covid-19 medications, as urgent need to control the disease. In relation to the fact that implementation of the government-use depends on the capability or readiness of the local pharmaceutical industries to manufacture, the government-use license will be feasible way to ensure access to essential medications for Indonesia because Indonesia has previously implemented this scheme for Hepatitis and HIV/AIDS antiretroviral drugs.

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Rhetorical Categories of Ethos, Logos and Pathos: Sounding Judicial Speech of Lawyers

Categorías retóricas del ethos, logos y pathos: discurso judicial sonoro de los abogados

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RESUMEN

El artículo presenta un análisis fonético comparativo del sonido del discurso judicial basado en tres categorías retóricas clásicas: ethos, logos, pathos. El material incluye grabaciones de audio auténticas de discursos de la corte de abogados estadounidenses con las competencias culturales profesionales y generales necesarias en la Corte Suprema de los Estados Unidos, que se reflejó en el nivel prosódico de su discurso. La naturaleza del discurso vívida e influyente basada en el pathos y el ethos, el discurso polémico y sugestivo basado en logos se refleja no solo en la variabilidad de la frecuencia básica, sino en diversas características dinámicas y temporales, dependiendo de la categoría retórica.

Palabras clave: Ethos, logos, pathos, prosodia.

ABSTRACT

The article presents a phonetic comparative analysis of sounding judicial speech based on three classical rhetorical categories: ethos, logos, pathos. The material includes authentic audio recordings of court speeches by American lawyers with the necessary professional and general cultural competences in the US Supreme Court, which was reflected at the prosodic level of their speech. The vivid, influencing speech nature based on pathos and ethos, polemic, and suggestive discourse based on logos are reflected not only in the variability of basic frequency but in various dynamic and temporal characteristics, depending on the rhetorical category on which they were based.

Keywords: Ethos, logos, pathos, prosody.

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INTRODUCTION

Over the past thirty years, oral judicial speech has become an important interdisciplinary subject of study, which uses scientific data from such areas as legal theory, philosophy, sociology, logic, rhetoric, linguistics, prosody, etc. This article considers a rhetorical approach to the study of judicial argumentation in court in terms of its effective implementation in a court session. Modern court speakers use a rich antique heritage. The forms and methods of ancient rhetoric described by Aristotle include the theory of analytical evidence and the ability to "influence the emotional nature of people, their passions". In ancient times, public speech in court shifts the emphasis from the legal justification of speech to speech impact, based on the emotions of those present – to ethos and pathos, making judicial speech vivid and polemical. The relevance of this study is determined by the need to develop general legal aspects of the language, which, despite the specifics of each country, are characterized by the general principles of constructing the argumentation of speech in court. The novelty of the study cited in the article is determined by the choice of experimental material, which consists of authentic historical audio recordings of U.S. Supreme Court sessions.

The Supreme Court certainly plays a crucial role in the US legal system and has a significant impact on the country's political life (Grigorieva: 2017, pp. 109-120; Akim et al.: 2019, pp. 1408-1428). Lawyers acting in this court have vast experience, high professional competence, and high social status. The peculiarity of the material helped to highlight the prosodic characteristics of oral public speech of American lawyers in their refined form. Certainly, lawyers of this level can serve as a standard of judicial speech. The high status and political influence of lawyers are evidenced, for example, by the fact that half of the House of Representatives are lawyers and defenders, and in 2015, 156 out of 435 senators in the Congress were lawyers. In America, there is a clash of interests and rivalry between a large number of political and social groups, the interaction of which gives rise to real political power (Bonica & Chilton: 2015; Bublienė & Jurkevičius: 2019, pp. 1246-1257), and lawyers-politicians make a great contribution to this struggle.

Several significant extralinguistic factors also influence the speech of American lawyers. The most important of them is the fact that to prepare their speech in court, American lawyers study a large array of litigation practice since, in the USA, the source of law is the statute – case law. As they say in America, lawyers believe in practice, not in theory. Also, the study of the political reasons that gave rise to the source of law is an important stage of the study for lawyers in preparing their speech in court, since when making decisions, the court is influenced by political factors (Frolova et al.: 2019, pp. ; Kolmakov et al.: 2019, pp. 93-107). Thus, the judicial discourse of an American lawyer is based on political-factual reasoning, not on theoretical-legal one. The listed features have a great influence on the content of lawyers' judicial speech, which assumes a striking polemic nature. This feature brings the nature of modern judicial speech closer to the nature and principles of constructing the public speech of ancient speakers.

Aristotle was one of the first to connect rhetoric with politics and ethics. The rapprochement of political public speech with judicial rhetoric adds vivid controversy and introduces political dispute into the judicial speech norm. As noted by Nikiforova (Nikiforova: 2014, pp. 66-69), already in the introductory part of a court appearance, lawyers determine one of the following roles: a narrator, an interlocutor, or inspirer (animator). This helps to fine-tune one's discourse to the goals of the statement and make it reasoned, thought-provoking. Expressiveness can be implemented at different language levels – at phonetic, syntactic, and stylistic ones. The integrated use of language tools adds speech emotionality, expressiveness, and imagery. At the prosodic level, for example, for emotional expressive speech, the selection of individual words is widely used, the use of ascending and descending tones that do not meet the known rules, a special slowdown or acceleration of speech pace, psychological pauses, etc.

In this work, the authors relied on the above analysis of the rhetorical components of legal discourse (ethos, logos, pathos) in the studies of other scholars to select the sounding material for phonetic analysis of speech which is based on one of these three components. Therefore, the following scientific review made it

possible to more accurately establish the belonging of that other part of the experimental material to one of the rhetorical categories based on informative and pragmatic speech analysis.

By manipulating the audience's emotions, the speaker contributes to the formation of a reaction to logical arguments, simultaneously emphasizing that "arousing passions" is not moral, that the speaker builds his speech based on the ethical standards of society. The desire to listen to the speaker is largely determined by the fact of his observance of ethical speech standards and rules. Ethos is a general ability to deal with a communication situation. In general terms, it is "the answer to the question of what and how one can speak in a defensive speech or what cannot be said in a judicial debate". Despite the importance of other rhetorical components, the first and most important one is ethos (Ivygina et al.: 2019, pp. 288-314; Wildes: 2020, pp. 112-128; Tsvetkova et al.: 2019, pp. 598-612).

The speech content, corresponding to the term "ethos" from theoretical rhetoric, is determined by the speaker's knowledge of the socio-political, psychological, cultural, and emotional characteristics of the audience. Judicial speech, as to be convincing, must primarily comply with moral standards to arouse the audience's trust in the speaker. Ethos is an appeal to such moral principles as justice, legality, honesty, moral values of society, as well as historical facts, judicial precedents, moral standards, and rules of law. Ethos is determined by the dichotomy of the just and the unjust.

According to the results of the study by Dickson-La Prade (Dickson-La Prade: 2020), the speaker uses common sense, argues simply, and uses ordinary, common concepts, values, and vocabulary: people trust this speaker, who uses the language just like everyone else uses the language. The author has identified several principles that are used in ethos-based speech.

An appeal to logos consists in a clear and understandable argumentation of one's position, structured speech, reference to existing evidence. This verbal impact is achieved by the following argumentative methods: a) mention of testimony, b) listing of reliable details, c) announcing the expert data, d) focusing on statements of fact. Logos is an appeal to the mind, provision of logical arguments (Magsumov: 2019, pp. 215-221).

Pathos-based influencing judicial speech is characterized by the use of the following rules: a) the use of special lexical units to enhance emotional impact, b) the dramatization and visualization of details and motives of actions, c) the opposition "us-them", the general – the particular, etc.

Regarding the division of rhetorical categories into the ethos, logos, and pathos, Manzin and Tomasi (Manzin & Tomasi: 2014, pp. 930-941) express an interesting idea that the form of ethos and pathos existence in judicial speech is determined by their inclusion in the framework of the logical component of a speech act: "pure" logos cannot be distinguished. To be reasonable and convincing, the speaker defines his speech strategy based on toposes (argumentative places), which traditionally draw their strength from logos (logic). A logical component of judicial statements should be conceived as a kind of framework that allows intelligently placing ethical and emotional argumentative elements. Also, the size of these elements and the dominance of pathos or ethos may vary depending on the rhetorical strategy of the parties and on the judge's critical assessment (Sasongko et al.: 2019, pp. 99-117; Rahmadi et al.: 2020, pp. 113-133). This conclusion is of undoubted interest. However, one cannot agree that the performative result of judicial communication is limited to a couple of rhetorical strategies, of which pathos refers to the issue of pain or pleasure and ethos – to the just or the unjust. The authors of the article suppose that legal controversy consists of both ethical and emotional patterns, as well as logical patterns because the evidence-based part of judicial speech is mainly implemented through appeal to reason and logical thinking.

METHODS

The study material was selected from the collection of audio recordings of the US Supreme Court meetings, which included court proceedings of the most famous historical cases from 1963 to 1992. The main study material included the electro-acoustic and partially auditory analysis of sounding texts from the following court cases:

1) Edwards vs. Agulliard. On teaching the theory of the divine world creation;

2) Gregg vs. Georgia. On the death penalty;

3) Gideon vs. Wainwright. On the right to have a legal defense Irons P., Guitton S. (Irons & Guitton: 1993, p. 376).

The US Supreme Court hears appeals on cases from lower courts, therefore, there is no jury trial, but judges, counsels for the defendant, and the plaintiff participate. Judicial speech in this case becomes even more professionally oriented and formalized than in any other American court. This material seems to be the most convenient for studying sounding judicial speech for several reasons. First, the audio recordings are authentic, tape-recorded, and digitized they are historical evidence. Secondly, the judicial speech of American lawyers in the Supreme Court is characterized by speakers' preparedness and responsibility for fulfilling the task. This makes their speech almost a standard of public judicial speech. Finally, the absence of additional factors, such as an appeal to the jury, when counsels can adapt their speech to the social speech standards of other social groups, less educated and professional, and, as a result, the lack of excessive theatricality.

From the total volume of the sounding text of three court cases, to preserve the unambiguity of research results, middle-aged male announcers, bearers of standard American pronunciation were selected. The total volume of the sounding material was 78 minutes. From this volume, based on stylistic analysis of the pragmatic orientation of the text, specific statements with a duration of 52 to 60 syntagma were selected and divided into three groups according to three different types of speech impact, belief, based on Aristotle's rhetorical categories: logos, ethos, and pathos.

Even though the main part of the article is devoted to the electro-acoustic analysis, an audit analysis was conducted to identify the general characteristics of the melodic structure of judicial speech, depending on its pragmatics and rhetorical orientation (logos, ethos, pathos). However, this article gives only a few examples of such studies, since the full results of the audit analysis were not included in this article, and its main content will be devoted to the results of the electro-acoustic, instrumental analysis.

An example of an ethos-based utterance:

Mr. Fortas, before you sit down, I should like to say this: This is a very important case, it's a very fundamental case. It's important to the state of Florida, to the state of Alabama and the other states that have that same rule; it's important to thousands and thousands of poor litigants throughout our country.

This passage contains a large number of medium and long pauses, it sounds at an average pace with a low volume level. Intonation characteristics include a wave-like, even scale of a wide range due to the low register, with the most specific low terminal tones (level, low, and rising).

The following utterance is logos-based:

In 'this case,
the 'evidence on 'which the 'jury solemnly decided 'that the defendant, that there was a probability that the defendant would commit criminal 'acts of violence that would constitute a continuing 'threat to society, that 'evidence consisted of: one, the 'fact that the defendant had committed a 'capital murder, which, of course, is true in 'all cases; and two, the 'one-line hearsay opinions of 'four 'local 'citizens in the community that the defendant's reputation for 'peace and 'good 'order was bad.

In this utterance, a high level of basic frequency, a downward and wave-like mid-range even scale with a low downward terminal tone, a high level of sound pressure, a slowed-down pronunciation rate, and an average number of short and medium pauses are noted.

The third type of speech impact is pathos-based. For instance:

A)

I would 'like to discuss the 'element of discretion, because that 'seems to me to be the 'crucial part of petitioners' 'counsel's argument. And the 'argument appears to be that the fact that at 'various 'stages in the 'criminal 'justice' system 'people are entitled to 'make judgments renders the 'death

B)

Well, then, you 'could believe in a 'first cause, an unmoved mover, that 'may be impersonal, and has 'no obligation of obedience or veneration from men, and in 'fact 'doesn't care what's 'happening to mankind. And believe in creation.

The utterance is characterized by a wave-like even scale of medium and low register, emphatic high smooth, descending-ascending and descending terminal tones, an average sound pressure level, medium and long pauses, medium or fast pace.

Besides the audit analysis, a part of the material (25 min) was electro-acoustically analyzed by Speech Analyzer 3.0.1 SIL International program. The following indicators underwent the indicated type of analysis: melodic, dynamic, and temporal characteristics. Melodic indicators are the maximum and minimum basic frequency (BF), the average BF expressed in hertz (Hz), and the BF range expressed in halftones. Dynamic indicators (energy range and average syllabic pressure) were measured in decibels (dB) by measuring every 20 ms. Temporal characteristics included the average pace (the number of syllables per unit of time), the ratio of phonation to pausation, frequency, and duration of pauses, measured in milliseconds (ms). Pauses were considered as interruptions in phonation (the most recurring form is blank, physical, syntactic pauses) and filled pauses associated with speech planning – hesitation pauses (sound insertion signals or extra stretching of the pre-pausal speech segment). The results obtained were processed in an elementary mathematical-statistical way.

RESULTS

Results of the electro-acoustic analysis.

Basic pitch indicators (BF).

According to many scholars, basic pitch indicators (BF) are considered the main parameter and one of the most significant prosodic indicators for American English as well. Variability of the BF is noted not only depending on the social differentiation of speakers, but also a pragmatic focus of a verbal utterance. For the speech of middle-aged and older men with high social status, which are the trial participants in the US Supreme Court, the average BF rate is 108 Hz (Poletaev: 1998, p. 153). Depending on the rhetorical type of an utterance, the results of the study showed that ethos-based utterances have BF indicators of 104.7 Hz, logos-based utterances – 121 Hz and pathos-based ones – 122.5 Hz. Pathos-based utterances have a more pronounced emotional connotation. The maximum BF range (the difference between the maximum and minimum BF of stressed and unstressed syllables) has also been considered. For "pathos" and "logos" it amounted to 16 and 15.7 Hz, respectively, while "ethos" was noted at 12.7 Hz. A common feature of public judicial speech in court is a super-wide range of the BF. It is also interesting to see in what interval the speech of lawyers in court is implemented:

Utterance type	Average interval	Maximum interval
pathos	+5.3/-3	+9.7/-4.7
logos	+3.7/-3.7	+5.7/-5.3
ethos	+4.6/-4	+6.7/-5

Table 1. BF interval in halftones

The table shows that pathos-based judicial speech is more implemented in the positive interval than in the negative one, while "ethos" and "logos" based judicial speech is balanced in the negative and positive BF interval with a small extension of the negative interval. At the level of perception, the pathos-based speech gives the impression of being more expressive and emotional. While logos-based speech is more influential and inspiring. The ratio of the positive BF interval to the negative one in the pathos group is almost twice (1.8 in relative units – r.u.) more than in the logos group (1 r.u.). It is also worth noting that the maximum BF range is most clearly reflected in the introductory part of lawyers' speech in court, which amounted to 8.7 halftones in the pathos group versus 4.6 halftones in the logos group.

Temporal characteristics

The average speech rate in the pathos group is 5.9 syllables per second (s/s), in the ethos group – 5.2 s/s, speech in the logos group is slower – 4.8 s/s. However, considering the indicative ratio of phonation to pausation and the average value of pauses duration (Table 2 and Table 3), it can be seen that speech in the logos group is pronounced more slowly, but pauses are shorter. At the same time, speech in the pathos group is a little faster, but pauses are longer.

ethos	logos	pathos
3	2.76	2.86

Table 2. The ratio of phonation to pausation in relative units (r.u.)

Types of pauses and utterances	logos	pathos	ethos
Short – up to 830 ms	0.63	0.79	0.82
Average – up to 1,245 ms	0.76	0.9	0.86
Long – up to 1,815 ms	0.96	1.8	1.4

Table 3. The average value of pauses duration (in r.u. of the average pause duration)

Dynamic characteristics.

Along with the most informative pitch-melodic component, dynamic characteristics serve as an additional marker of American lawyers' judicial speech, namely the sounding utterances based on rhetorical groups of ethos, logos, and pathos. According to the experimental results, the average syllabic pressure expressed in decibels (dB) in the ethos group was 37 dB, in the logos group – 54.6 dB, in the pathos group – 40.2 dB. It means that utterances based on case-based factual reasoning are pronounced louder by trial participants than in other groups. It should be noted that, as for standard American pronunciation, some scholars. note the dynamic range (in relative units of the average sound pressure) of 1.5 r.u. The results of this study show that in lawyers' judicial speech, the dynamic range varies from 0.87 to 0.9 r.u. Thus, it can be argued that trial participants use the dynamic means of sounding speechless than the melodic and temporal persuasion means.

DISCUSSION

Correlation of results of the electro-acoustic analysis with the audit analysis.

As indicated above, the experimental material was also subjected to the audit analysis, the description of which was not included in this article; however, it is necessary to provide some results of the auditory (audit) analysis, which found clear evidence during the instrumental experiment.

Below is an example of an instrumental analysis of the prosecutor's logos-based utterance (figure 1). According to Korolova and Akkurt (Korolova & Akkurt: 2019), the prosody of the prosecutor's judicial speech emphasizes the logical component, appeal to the listener's mind, has intellectual expressiveness, based on logic and evidence. In this example, the basic tone movement, melodic pattern, and terminal tones were considered:

This means there cannot be any alternative reasonable explanation for anything that happened.
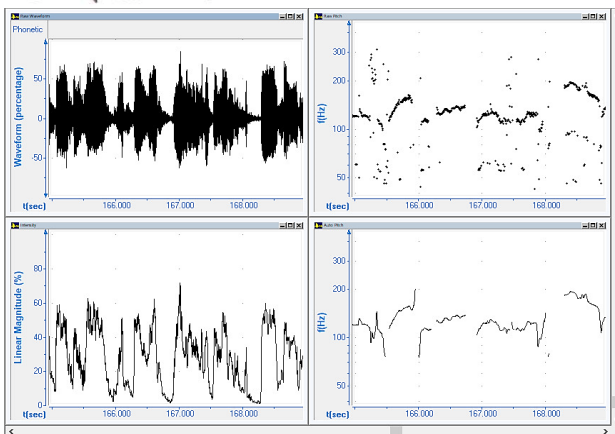
Figure 1. An example of instrumental analysis of the prosecutor's logos-based utterance.

As can be seen from the illustration (Figure 1), the speaker uses both the upper and lower frequency register equally well (54% and 56%, respectively), descending terminal tones, a wave-like scale, short pauses up to 600 ms, a high level of basic frequency – up to 198 Hz.

CONCLUSION

The results of the electro-acoustic analysis revealed, firstly, the general patterns of judicial speech of American lawyers of high social status in the US Supreme Court. The established prosodic means are the ultra-wide maximum BF against the background of the average BF range. Pausation is variable, depending on the speaker's speech intentions. In the speech of lawyers, speech tempo also often varies. The dynamic range of sounding speech is average; the maximum range of sound pressure is also average.

Secondly, the research results showed prosodic features of the cultural norm of judicial speech, which is based on the three components of speech impact established in ancient rhetoric – ethos, logos, and pathos. The means of ethos-based speech production are the low and average BF, speech is implemented in the lower BF register, average or slow speech tempo, pausation takes a long time, the dynamic level is low, the tempo is medium or slow. Ethos-based judicial speech conveys a high expert level of the speaker, his competence; it belongs to the speaker – a bearer of public morality, who possesses cultural and ethical norms.

Logos-based judicial speech is characterized by high BF, medium or narrow BF range, pauses are short, pause time is average. Dynamic indicators are high, speech tempo is slower. Such segments of judicial speech express an appeal to the listeners' minds, transmitting an idea or thought, which should be the subject of active reflection.

Pathos-based speech impact has high BF rates, average or wide pitch range, the dominant type of long pauses, but a short pause time. Speech tempo is faster than in other types of utterances. The volume level is medium. Judicial speech of this kind is distinguished by emotionality, excitement, the speaker introduces novelty and details of the theme and form, has dramatization features.

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Method to Overcome Psychological Barriers in Students Learning the German Language

Método para superar las barreras psicológicas en los estudiantes que aprenden el idioma alemán

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RESUMEN

Este artículo estudia los métodos de actuación dramática destinados al desarrollo del aprendizaje y las capacidades creativas de los estudiantes en el proceso de aprendizaje del idioma alemán. La actuación dramática se basa en los métodos orientados a la personalidad de la formación de la competencia comunicativa. Se le da especial importancia al problema de las dificultades psicológicas que enfrentan los estudiantes al aprender el idioma alemán. El método de actuación dramática se propone como una técnica y herramienta efectiva para eliminar las barreras psicológicas al aprender el idioma alemán.

Palabras clave: Barrera psicológica, drama, enfoque orientado a la personalidad, teatro.

ABSTRACT

This article studies the methods of dramatic performance aimed at the development of the learning and creative capacities of students in the process of learning the german language. The dramatic performance is based on the personality-oriented methods of the formation of communicative competence. The particular importance is given to the problem of psychological difficulties faced by students when learning the german language. The method of dramatic performance is proposed as an effective technique and tool for removing psychological barriers when learning the german language.

Keywords: Drama, personality-oriented approach, psychological barrier, theatre.

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INTRODUCTION

In the Russian methodology of teaching foreign languages, the terms “role-playing game”, “a dramatization of the game”, and “theatrical activity” are used as an equivalent of the term “dramatic performance”.

Thus, Elena Plakhova in her research presents a model of play-based techniques as a method of intensifying the educational process in teaching a foreign language. In her opinion, the use of educational plays gives a chance to creatively apply language material, turn foreign language classes into a process of communication, discussion, and research (Plakhova et al.: 2019, pp. 38-44). Julia Kapralova and colleagues present the possibility of organizing a Russian language lesson as a foreign language in the form of a quest. The author draws attention to the effectiveness of using games in the learning process (Kapralova et al.: 2019, pp. 50-55).

For the first time in the Kazakh methodology of teaching foreign languages, the use of the method of dramatic performance in the second foreign language classes is considered by L. E. Dalbergenova in the textbook for 3-year and 4-year students of language specialties. The textbook presents methods of stage interpretation of literary texts that effectively develop the skills of monologic, dialogic, and written speech, as well as oral discursive skills (Dalbergenova: 2017).

In contrast to the works of Scheller and Dalbergenova (Scheller: 2004; Dalbergenova: 2017), this study seeks to consider dramatic performance as a tool to overcome psychological barriers in students learning the German language. The novelty of the research consists in using the method of dramatic performance in the communicative-pragmatic and personality-oriented aspects in foreign language classes, which focuses on the personality of the student. Dramatic performance acts as a method of developing creative activity, the cognitive activity of students, as well as an effective means to overcome psychological barriers.

RESULTS

The problem of psychological barriers in students learning a foreign language

The effectiveness of the process of mastering a foreign language is associated with the psychological readiness of a student to learn and apply a foreign language in practice, overcoming language barriers, and difficulties. The hindrances that reduce the effectiveness of education in higher educational institutions are psychological barriers when learning a foreign language, i.e. such psychological states that inhibit thought processes and do not allow students to fully reveal their abilities, implement the acquired knowledge, and skills. The reasons for this state in students may be psychological individual characteristics that affect the process of learning a foreign language, as well as shortcomings in teaching methods that create certain barriers. Psychological characteristics of students are associated with their characteristics, such as self-dissatisfaction, worries, internal anxiety, low self-esteem (Ipatova: 2019, pp.331-333).

One of the most common types of psychological barriers is the “speaking barrier”, which is presented as the inability to express thoughts, own point of view (Breus & Stoyka: 2014, pp. 44-46). The reason for the “speaking barrier” is psychological uncertainty, fear of making a mistake. Students are afraid of speaking a foreign language because they are afraid of speaking incorrectly, being misunderstood, and needing time to recall the necessary foreign words or grammatical rules. As a result, such students face psychological difficulties and language barriers that make it difficult for them to achieve success in learning a foreign language.

Social and psychological barriers, according to Zimnyaya, Myasishchev, Parygin, and Shakurov, affect the acquisition of a foreign language (Zimnyaya: 2004; Parygin: 1999; Shakurov: 2001, pp. 3-18). According to the above authors, psychological barriers in learning a foreign language are represented by negative emotions, which prevents the student’s self-realization, reduces the quality of training. Zimnyaya (Zimnyaya:

2004) writes that the barrier is "subjective formation, the subject's experience of a certain complexity, unfamiliarity, a non-standard, contradictory situation". Parygin (Parygin: 1999) defines a psychological barrier as a state or property of an individual that hinders the realization of spiritual and mental potential in the process of his/her life. Shakurov (Shakurov: 2001, pp. 3-18) gives the following definition: "The psychological barrier is external and internal obstacles that resist the manifestations of the subject's life activity, functioning".

Barriers that occur in the educational process, as well as in the process of teaching foreign languages, can be grouped according to the origin of its occurrence into psychophysiological, informational, evaluative, intracultural, and semantic. Psychophysiological barrier occurs due to the lack of contact between the teacher and the student, difference in their temperaments. Informational barriers are characterized by the wrong choice of training programs, mismatch in the level of educational materials. Evaluative barriers are caused by biased, in the opinion of students, assessment of his/her work, the negative attitude of the teacher that influences the assessment outcome. Semantic and intercultural barriers are associated with the inability to communicate using a foreign language, the unwillingness of the student to take into account cultural traditions, to study the language features of other peoples (Shepelenko: 2017, pp.117-125).

The problem of psychological barriers as a significant obstacle in learning a foreign language, as well as possible ways to overcome them, is examined in the works of Russian researchers, such as Chaplina (Chaplina: 2006), Barvenko (Barvenko: 2004), Verbitskaya (Verbitskaya: 2003), Redkina and Abdalina (Redkina & Abdalina: 2010, pp. 192-194), etc. The research works of Chaplina (Chaplina: 2006) and Verbitskaya (Verbitskaya: 2003) is of particular interest to this study. The strategy of overcoming psychological barriers in students when learning a foreign language, developed by Chaplina, is based on the use of developing technologies. These technologies help to relieve psycho-emotional stress, reduce self-doubt and tension when speaking to the audience, increase self-esteem and performance of students in the process of mastering a foreign language (Chaplina: 2006). As a means to overcome psychological barriers, Verbitskaya (Verbitskaya: 2003) underlines the emotional factor, considering that its presence increases performance, reduces anxiety, and increases the effectiveness of the educational process. Following Chaplina (Chaplina: 2006), the authors of this study examine the problem of psychological difficulties encountered by students in the process of learning a foreign language. To overcome the described difficulties, the authors offer methods of creative development of the individual, in a particularly dramatic performance. This study draws upon the works mentioned above since the techniques they develop for teaching a foreign language to have a communicative nature and are focused on real communication not only through language but also through emotions.

Dramatic performance as a method of overcoming psychological barriers in students learning the german language

In this study, dramatic performance that involves students in the process of learning contributes to the development of their communication skills, is considered one of the techniques to overcome psychological barriers when learning german. Dramatic performance is aimed at implementing a personality-oriented approach, which in terms of teaching focuses on self-development and self-realization of the individual, the development of student's cognitive interest. The personality-oriented approach helps to implement in the educational process the active and interactive forms of teaching that facilitate active learning and cognitive activity of students, unleashing the students' potential, creativity, thinking, individualization of the educational process. These techniques are based on the principle of communication orientation, which implies the active participation of all students in educational activities. The creative activity of an individual and independent search for information arouses interest in the german language.

The concept of "dramatic performance" is related to practical teaching the german language based on experience, the concept of the scene (Scheller: 1998). According to Scheller, life takes place in countless scenes. People think and feel according to the scenario. Scheller defines the scene as "a social situation

limited in time and space, in which people with certain intentions and expectations, ideas and feelings interact with each other" (Scheller: 1998).

It is well-known that in teaching a foreign language, it is important to study the literature of the language being studied and to contribute to the improvement of communication skills in a foreign language. Thus, the study of literary material plays a key role in the development of communicative foreign language competence. In the dramatic performance, the emphasis shifts to the literary text that creates the experience. The performance serves here as a central stage involved in the process of understanding the text and is used for this process. Literary texts contain linguistic tools for describing space, objects, people, situations, relationships, and images. To understand these tools, they must be cognitively implemented in specific scenes. The dramatic performance presents and explains these cognitive ideas. The text serves as a play material for theatrical performances.

The dramatic performance here means not a theatrical production in the form of a traditional performance, but an improvisation of the actions and relationships of the characters of the studied literary text in the studied foreign language.

In the opinion of Scheller, dramatic performance is the actions in imaginary situations, close to reality, and is used as a form of training (Scheller: 2004).

To understand what is happening in the literary work from the perspective of the characters involved, it is important to step into their role, that is, to imagine the life situation, thoughts, feelings, and behavior of this character. Getting into the role of characters, in their realities, is the main element in working with dramatic performance in the interpretation of literary texts, since actions in roles and situations set by the text imply sensitivity, the ability to penetrate the role.

The participation of the teacher in working with students, who acts as a director when playing a dramatic performance, deserves special notice. The teacher-director is the central figure who organizes thought activity and acts as an intermediary in the communication process. The moderator's questions help students step into the role, focusing their attention on various life situations, and help them understand the characters, their images, thoughts, and actions.

Students choose and enter into the role of characters, explain and defend their opinion in a certain situation, expressing their perceptions of space, time, smells, and surrounding objects in the studied language. In their roles, participants present life stories, life situations, the external and internal world of the characters, the behavior of a person in various situations, while the person experiences forgot feelings and situations that have hidden into the subconscious. In this way, the students express their background knowledge of a given situation, their thoughts, feelings, and fantasies.

DISCUSSION

The effectiveness of the method of dramatic performance is proved by the results of an experiment that was conducted with students of specialty "Foreign language: two foreign languages", level A1, A2 at the Sh. Ualikhanov Kokshetau State University, the total number of students – 8 people. This method was applied in the German classes for one semester, twice a week.

The first stage of the experiment was conducted to observe the manifestation of a psychological barrier in students' educational activities (Fig. 1). The classes included special tasks and exercises for the development of monologic speech, which present a description of elementary images, reproductive exercises (retelling), situational exercises (educational and speech situations). In the course of the experiment, the authors distinguished one student who is a communication situation experienced worries and tension in front of the teacher and other students, which were manifested as a fear of speaking a foreign language, fear of performing in front of an audience. As a foreword to his monologue, he used such unnecessary remarks as "Thank you, now I'm going to talk", "Don't look at me", "Don't confuse me". When speaking German, the

student experienced constant stress: his speech was accompanied by excessive manipulations with objects, intense hand gestures, speech became confused and inconsistent, with the accelerated pace of speech, in some points he made mistakes, trying to find the right words.

Fig. 1. Observation of the manifestation of the psychological barrier during learning activities

Further work with the students implied creating a favorable psychological climate and the removal of potential difficulties in learning the German language. This was facilitated by the method of dramatic performance, "Role-playing conversations between subjects", which involves continuous interaction between students and teachers, establishing a creative environment, and practice-oriented communication.

In the second stage, the method of dramatic performance, "Role-playing conversations between subjects", was used as a form of training (Fig. 2). The method "Entering into the role of characters" is the preliminary stage of using role-playing conversations (Dalbergenova: 2017). The literary text "Mutter bekommt kein Geld" by Wilhelm Raabe was presented as a play material for the performance.

Mutter bekommt kein Geld

Wilhelm Raabe

(1831-1910)

Auf der Straße begegnete mir frühmorgens oft ein munterer, fröhlicher Junge. Er trug für einen Bäcker die Brötchen aus. Eines Tages ließ ich mich in ein Gespräch mit ihm ein. „Mit dem Austragen", sagte der Knabe mit leuchtenden Augen, „verdiene ich schon ein gutes Stück Geld. Mein Vater, der in einer großen Tischlerei arbeitet, verdient freilich viel mehr."

"Und was tut denn deine Mutter den ganzen Tag?" fragte ich. „Mutter", sagte er, „die steht morgens als erste von uns auf und weckt mich, damit ich pünktlich wegkomme. Dann weckt sie meine Geschwister, die zur Schule müssen, und gibt ihnen ihr Frühstück. Sind sie fort, so wird Vaters Tasche zurechtgemacht und sein Frühstück hineingepackt. Inzwischen ist die kleine Luise aufgewacht, die erst zwei Jahre alt ist. Mutter muss sie waschen und anziehen. Dann macht Mutter die Betten, räumt auf und kocht Mittagessen. Und so geht es den ganzen Tag weiter."

"Wieviel verdienst du denn?" fragte ich weiter.

"Na – so ungefähr zehn Mark."

"Und der Vater, wieviel bekommt der?"

"Hundert Mark und noch mehr."

"Und was bekommt die Mutter für ihre Arbeit?" fragte ich zuletzt.

Da sah mich der Junge groß an und fing an zu lachen. „Die Mutter", sagte er, „die arbeitet doch nicht für Geld. Die arbeitet doch nur für uns den ganzen Tag!"

Text is read by the participants of the performance, after which the director of the play asks five questions (5-W-Fragen) according to the plot:

Was ist die Idee der Geschichte?

Was ist das für eine Situation?
Was geschieht es?
Wer ist daran beteiligt?
Wonach und warum fragt der Autor den Jungen?

After reading the text, students found information about their characters, chose a certain role, and played the character. Questions for a better understanding of roles we're asked to draw attention to the central areas of life and typical images that are fundamental for understanding the characters, their thoughts, and actions. Participants were divided into two groups:

Gr.1: der Junge - participants no. 1, no. 2, no. 3, no. 4;
Gr.2: der Autor – participants no. 5, no. 6, no. 7, no. 8.

After the performance, participants chose a certain role, the director invited them to the center of the audience and asked questions to understand a role in a specific situation.

Participants no. 1-4, which played the role of der Junge, were asked the following questions:

Wer bist du?
Wie alt bist du?
Was bist du von Beruf?
Was tust du in deiner Freizeit?
Was ist deine Lieblingsbeschäftigung?
Wie ist deine Beziehung zu den Eltern, deinen Geschwistern?
Was bedeuten sie dir?

Other participants had to answer the questions in the same order. The following participants no. 5-8 took part in the questioning in the role of the author, asking the questions below:

Wie heißt du?
Wie alt bist du?
Wo arbeitest du?
Was bedeutet dir die Arbeit?
Kennst du diesen Jungen?
Was hältst du von ihm? usw.

Stepping into the role of characters, with their realities, in their performance students developed more precise inner ideas about a certain situation, expressed their thoughts and feelings in a free and impromptu manner, and acted relying on their perspective.

Fig. 2. Method of dramatic performance “Role-playing conversations between subjects”

Role-playing conversations between subjects, spontaneously improvised by participants playing the role and within the proposed open-text dialogue, proved as the most effective. Students independently and impromptu presented a scene of dialogue development based on life experience, presented different situations played at different times, in different places.

It should be noted that during the experiment, students had a creative disclosure of their communicative language potential. Playing the characters, they acted so convincingly that they freely expressed their thoughts and feelings, spoke spontaneously, were not afraid to make grammatical mistakes, and used the German language as a means of communication. Students expressed themselves not only through verbal but also through non-verbal communication: facial expressions, gestures, acting from their perspective.

For example, the above-mentioned student, who experienced worries before the performance and fear of speaking German, being in the image of the performed character during the performance, had a creative mood, was calm, spoke spontaneously and freely. During the experiment, no manipulations with objects were observed, he did fewer gestures, did not show worries, spoke correctly stylistically, forgetting about mistakes, without thinking about inner experiences.

After the experiment, a questionnaire was conducted to determine the effectiveness of using the method of dramatic performance to overcome psychological barriers in learning German. The analysis of the conducted research showed that the use of the above method contributed to the development of empathy, sensory perception in students, as well as relieving tension in communication. The student who has experienced a fear of speaking the German language believes that being protected in the role of a character helps him forget about inner experiences and not think about mistakes.

CONCLUSION

Thus, from the above, it is possible to conclude that dramatic performance contributes to the successful acquisition of a foreign language by students. Dramatic performance is a personality-oriented method characterized by anthropocentricity, humanistic and psychotherapeutic orientation, and aims at the versatile, free, and creative development of the student. Fundamental in the practical acquisition of a foreign language is “entering into the role”, which helps to overcome psychological difficulties, develop abilities and skills.

The advantage of using dramatic performance in working with students is the positive effect it has on the development of psychological characteristics of students: psychological discomfort, tension, and stress are reduced. Dramatic performance helps students to get rid of complexes, develop the strength of feelings.

As a result of the observation stage of the experiment, it is necessary to highlight the development of the emotional potential, the creation of a relaxed climate for practicing the language, students’ free creative disclosure of the communicative language potential, which is an important point for this research. During the performance, students felt comfortable, expressed their thoughts freely, and spoke German impromptu. Immersion and experiencing the realities of characters allowed to awaken the feelings, impressions, helped students to feel the situation themselves, giving it a personal character, which helped to overcome the inactivity of students.

Methods of dramatic performance, which use a broader range of resources than the traditional system of teaching the German language to students, contribute to the development of communicative and creative activity and focus on the involvement of each student in the active cognitive process.

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Effect of Accountability, Transparency and Supervision on Budget Performance

Efecto de la rendición de cuentas, la transparencia y la supervisión en el rendimiento del presupuesto

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RESUMEN

Esta investigación tiene como objetivo examinar el efecto de la rendición de cuentas, la transparencia y la supervisión en el rendimiento presupuestario del concepto Value for Money. Investigación realizada en 43 unidades de trabajo locales en la Región de Capital Especial (DKI) Provincia de Yakarta. La muestra de la investigación consta de 86 funcionarios gubernamentales y se utiliza el análisis de modelado de ecuaciones estructurales (SEM) para probar la hipótesis. El resultado de esta investigación demostró que la rendición de cuentas y la supervisión tienen un efecto significativo en el rendimiento presupuestario del concepto Value for Money, mientras que la transparencia no mostró ningún efecto sobre la eficacia en el rendimiento presupuestario del mismo.

Palabras clave: Relación calidad-precio, responsabilidad, supervisión, transparencia.

ABSTRACT

This research aims to examine the effect of accountability, transparency, and supervision on-budget performance of the Value for Money concept. The research was conducted on 43 local work units in Special Capital Region (DKI) Jakarta Province. The sample of the research consists of 86 government officials using Structural Equation Modeling (SEM) analysis to test the hypothesis. The result of this research-proven that accountability and supervision have significantly affected the on-budget performance of the Value for Money concept, while transparency showed no effect on the effectiveness on-budget performance of the same concept.

Keywords: Accountability, Supervision, Transparency, Value for Money.

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INTRODUCTION

As a policy catalyst, the government should strive for extraordinary progress in restoring the confidence of its citizens, as well as fostering the inclusive socio-economic development of its people. However, in the publication of the Semester Examination Results Summary, the Audit Board of the Republic of Indonesia (BPK) has never been absent in finding problems of in economically, inefficiency, and ineffectiveness in the implementation of central and regional government activities (Abebe: 2012). As a consequence, in three years the government experienced 361 in economical with losses of IDR 6.24 trillion, 382 inefficient problems with losses of IDR 21.33 trillion, and 9,259 ineffective problems with losses of IDR 11.76 trillion shown in Table 1.

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	Cases	Percentage	Loss (IDR Million)	Percentage
In economically (Year)				
2015	133	36,84	3.044.840,91	48,75
2016	147	40,72	2.902.978,82	46,48
2017	81	22,44	297.505,75	4,77
Total	361	100,00	6.245.325.48	100,00
Inefficiency (Year)				
2015	93	24,35	8.164.543,25	38,28
2016	247	64,66	12.540.021,93	58,79
2017	42	10,99	625.385,08	2,93
Total	382	100,00	21.329.950.26	100,00
Ineffectiveness (Year)				
2015	2.818	30,43	2.245.429,68	19,10
2016	3.580	38,67	5.505.729,35	46,83
2017	2.861	30,90	4.005.938,72	34,07
Total	9.259	100,00	11.757.097.75	100,00

Source: The Audit Board of the Republic of Indonesia (BPK, RI).
Table 1. Problems of Inefficiency, Inefficiency, and Ineffectiveness

Based on Table 1, the problem challenges the government to form a culture that is oriented to increasing budget performance that is more economical, efficient, and effective, or has a Value for Money concept. The National Audit Office (NAO) of the United Kingdom (2016) defines Value for Money as an optimization of resources to achieve the expected results. NAO interprets the word 'optimal' as the most likely outcome given by the government based on the results that are most likely to be desired by the public. In HM Treasury (2006), NAO assesses Value for Money in the 3E criteria: economy, efficiency, and effectiveness.

The government must assess whether a project represents the concept of Value for Money or not (OECD: 2010). OECD publication (2016) recommends the Indonesian government to apply Open Government policies. OECD (2016) defines Open Government policy as a tool to improve the quality of democratic life in

a country to improve the fulfilment of people's needs. The main points of the Open Government policy include: (1) ensuring better policy outcomes; (2) increasing the efficiency and effectiveness of policies; (3) improve compliance with policies and regulations; (4) encouraging inclusive socio-economic development; and (5) fostering innovation (OECD: 2016). The Indonesian government's initiative to implement Open Government policies is in line with the concept of Value for Money.

Abebe (2012) states that efficiency in carrying out public interests is very important to ensure that maximum results from the budget are achieved by public institutions. Abebe (2012) shows that the three main principles in the implementation of effective public interests and good management are EAT (Efficiency, Accountability and Transparency). Likewise, in the Open Government Indonesia reform analysis, OECD (2016) designed four policy principles, namely public involvement, transparency, accountability and integrity. These two principles underline the importance of accountability and transparency. However, the commitment of the Indonesian government to carry out the mandate of Article 1945 Constitution (23-1), which stipulates that the state budget “must be carried out openly and accountably” has not yet been fully achieved. By taking into account the government’s commitment in the third phase of the 2015-2019 National Medium-Term Development Plan (RPJMN), and the sustainability of the Nawa Cita Program in the second point, namely, building a government that is “clean, effective, democratic, and reliable”, transparency of government performance is considered important. However, Indonesia received an Exchange of Information Rating (EOIR) in the form of partially compliant, which means fail to meet commitment (Choirun: 2017). EOIR is based on the disclosure of financial information to Indonesian government agencies.

On the one hand, research conducted by Demirag & Khadaroo (2011) using four measurements of accountability criteria namely, warrantability, tractability, measurability, and feasibility concluded that improvements in accountability would increase Value for Money on the UK's Private Finance Initiative (PFI). Meanwhile, Liu et al. (2016) comparative analysis research on Public-Private Partnerships (PPP) in Australia and China concluded that the dimensions of transparency and accountability affect the effectiveness and efficiency of the PPP tender process. Whereas in the context of Christensen & Lægreid 's (2015) research on the Norwegian government concluded that there is a mutual relationship between accountability and performance with a specialization in public administration reform. Meanwhile, Solikhin et al. (2015) studied the management of the 2014 fiscal budget of the Kediri Regency government stated that the supervision policy had an effect on efficiency and effectiveness.

Solikhin et al. (2015) explain that the supervision policy is more directed within a decentralized policy framework that is loaded with values of efficiency and effectiveness for the benefit of the central government as a party to supervise. By observing this series of literature, it appears that there is potential that accountability, transparency and supervision will affect budget performance with the Value for Money concept. Pertiwi & Satriawan Research (2015) shows that budget management with a Value for Money concept in the Riau Province’s local government work unit is affected by the dimensions and indicators of accountability, transparency, and supervision. However, in the results of Putra's research (2017) in Indragiri Hulu Regency, accountability does not affect the financial management of the local government. However, based on the results of a literature review conducted to date, there has been no research examining the effect of these four variables on the local government work units of DKI Jakarta Province.

Local Development Planning Agency (Bappeda: 2018) of the DKI Jakarta Province recorded an increase of 102% in regional expenditure, from 31.55 trillion in 2012 to 63.63 trillion in 2017. Within six years, the three largest expenditure components were in employee expenditure amounting to Rp.86.1 trillion (32%), followed by on service/goods expenditure (29%) amounting to Rp.79 trillion, then capital expenditure (25%) of Rp.68.62 trillion. This is contrary to the principle of expenditure according to the Ministry of Home Affairs, which should be prioritized for public spending. At least public spending must be 70 percent of the APBD (Rahardian: 2015). Employee expenditure is considered not classified as public expenditure and is indirect expenditure.

Based on the description above, the performance of the budget in the order of the DKI Jakarta Province Government is questionable. More specifically, this study knows the extent to which local work units of DKI Jakarta are operating economically, efficiently and effectively. Whereas in the context of transparency, based on the Corruption Perception Index (IPK) conducted by Transparency International in 2017 in 12 major cities in Indonesia, the results of the City of North Jakarta (73.9) are considered as the cleanest cities. This result shows that transparency in the North Jakarta government is good. However, transparency in the DKI Jakarta Province Government as a whole need to be studied. Given that Indonesia is heading towards the development of an "open country", this research is important to translate the commitment to openness at the regional level, especially DKI Jakarta. In addition, Value for Money as a benchmark for strategic work results on the performance of the government budget in achieving the goals and objectives of public services is the urgency of applying the principles of good governance.

Therefore, this study aims to determine and analyze the performance of the budget concept of Value for Money in local government work units of the DKI Jakarta Province. Specifically, firstly, the effect of accountability on-budget performance has a Value for Money concept in local government work units of the DKI Jakarta Province. Second, the effect of transparency on the budget performance concept of Value for Money in local government work units of the DKI Jakarta Province. Third, the effect of supervision on the performance of the budget concept of Value for Money in local government work units of the DKI Jakarta Province.

LITERATURE REVIEW

New Public Management (NPM) theory

Public sector reform, one of which was marked by the emergence of the New Public Management era, has encouraged efforts in various countries to develop a more systematic approach to state budget planning (Jaelani: 2015, pp. 1-16; Ahmad & Ahmad: 2019, pp. 746-778). Hood (1991) illustrates that politicians will inherently or innately use government positions to enrich themselves, their colleagues, and their relations. Therefore, Hood (1995) considers that this description is not in accordance with the rules of the public sector that should be trusted to serve the community, which then produces high-cost but high-quality low-quality public sector services. The description brings the New Public Management (NPM) as a concept of integrated public accountability reforms from improving performance-based efficiency and effectiveness. New Public Management (NPM) highlights how the performance carried out by government institutions in terms of budget management that focuses on achieving effectiveness, efficiency and emphasizes the quality, mission and values to be achieved by public organizations. This feature is in accordance with the concept of Value for Money.

Public finance theory

Musgrave's (1959) normative approach to public finance focuses on the study of government economic activities. Musgrave (1959) emphasized two main principles related to what should be done by good governance (what a good government should do) namely, efficiency and economic equality. The term "public finance" describes all activities (the government) in finding sources of funds (sources of funds) and how these funds are used (uses of funds) to achieve government objectives (Ahmad & Ahmad: 2018, pp. 44-49; Jaelani: 2015, pp. 1-16). Musgrave (1959) debated two functions of public finance, namely: the allocation function and the distribution function. The allocation function is about how the government uses its budget so that the results obtained can be felt by all individuals. In other words, individuals do not compete (nonrival). Then, the distribution function regarding the efficiency of budget use is related to income distribution. This perspective is in accordance with the concept of Value for Money, where the concept of Value for Money strives for maximum results with limited resources.

Budget performance with the value for money concept

Lukito (2014) explained that there are three types of interrelated indicators in the Value for Money concept, namely: indicators of input, output, and outcomes. The relationship between inputs, activities (processes), outputs, and outcomes will assess efficiency and effectiveness, or Value for Money. Mardiasmo (2011) explains that the objectives desired by the community include accountability regarding the implementation of Value for Money, namely, economical (provident) in the procurement and allocation of resources, efficient in the use of resources in the sense that the use is minimized and the results are maximized (maximizing benefits and minimizing costs), and effective in the sense of achieving goals and objectives.

Meanwhile, NAO in HM Treasury (2006) defines Value for Money as an optimization of resources to achieve the expected results. NAO elaboration on the concept of Value for Money is contained in four pillars, namely: economy-spending less by minimizing the cost of inputs or resources used, efficiency-spending well by matching outputs with resources to produce them with an appropriate budget, effectiveness-spending wisely by matching expected results of expenditure with actual results wisely, and equity-spending fairly, the extent to which government services are available and can be reached by the entire community. Some people may receive different levels of service for various reasons.

Accountability, transparency and supervision

Accountability is a form of obligation for the organizers of public activities to be able to explain and answer all matters relating to the steps of all decisions and processes carried out, as well as accountability for the results and performance (Lukito: 2014). Measurement of government accountability is often done by using a comparison between planning and realization (Moeheriono, 2012; Ahmad & Sahar: 2019, pp. 1540-1543). In terms of transparency, budget documents must be open, transparent and accessible. Citizens, civil society organizations, and other stakeholders must be able to access budget reports in a full and timely manner (OECD: 2016a,b). In Government Regulation Number 79 of 2005 which states that supervision of the implementation of Regional Government is a process of activities aimed at ensuring that the Regional Government runs efficiently and effectively in accordance with the plans and provisions of the legislation.

The effect of accountability on budget performance with the value for money concept in local government work units of DKI Jakarta province

Demirag & Khadaroo (2011) concluded that there is a relationship between accountability and Value for Money in the UK's Private Finance Initiative (PFI), and Christensen & Lægreid (2015) shows a mutual relationship between accountability and performance in the Norwegian government. In this case, accountability is focused on the fact that the government is obliged to explain to the people where the public budget ends and where the impact of the budget is on people's welfare. This obligation refers to the basic purpose of a government, which is to serve the community. Thus, the higher the accountability, the higher the performance of the budget for the Value for Money concept.

H1: There is a positive effect of Accountability on Budget Performance with the Value for Money Concept in local government work units of DKI Jakarta Province.

The effect of transparency on budget performance with the value for money concept in local government work units of DKI Jakarta province

Abebe (2012) on Public Procurement in Ethiopia and research by Liu et al. (2014) on Public-Private Partnerships in Australia and China show a positive correlation between transparency and efficiency on the effectiveness of government budget performance, where efficiency and effectiveness are classified as two indicators from the concept of Value for Money. In addition, transparency is important to achieving budget performance with the concept of Value for Money based on the people's need to know what and how the government plans, and uses financial resources. The public has the right to access reports on the realization

of their regional budgets easily and reliably. So, the higher the transparency, the higher the performance of the budget for the Value for Money concept.

H2: There is a positive effect of Transparency on Budget Performance with the Value for Money Concept in local government work units of DKI Jakarta Province.

The effect of supervision on budget performance with value for money concept in local government work units of DKI Jakarta province

Solikin et al. (2015) in the Kediri Regency government, states that supervision affects the value of efficiency and effectiveness. Then, Putra (2017) shows that financial supervision has a positive and significant effect on financial management in local government work units of Indragiri Hulu Regency. As for the supervision in achieving the performance of the budget with the concept of Value for Money, the role is to guarantee that all government activities run as they should, according to the time and budget targets. Then, the higher the supervision, the higher the performance of the budget for the Value for Money concept.

H3: There is a positive effect of Supervision on Budget Performance with the Value for Money Concept in local government work units of DKI Jakarta Province.

METHODS

The population in this study is the DKI Jakarta Provincial Government apparatus that carries out budget management on 43 in Local Government Work Units (SKPD) as the grantor of recommendations for grant expenditure, social assistance and financial assistance for the fiscal year 2019. The selection of this population is based on the Decree of the Governor of DKI Jakarta Province Number 578 the Year 2018. With regard to the breadth of the scope of the study, the determination of the sample is done using the saturated sample method or the census method. Therefore, each Local Government Work Units (SKPD) is represented by two samples consisting of the Head of Service and the Head of Finance. Thus, the number of samples in this study were 86 government officials in 43 Local Government Work Units (SKPD) as the grantor of recommendations for grant expenditure, social assistance and financial assistance in the fiscal year 2019. The type of data in this study is primary data in the form of a questionnaire with a Likert Scale size that is, Strongly Agree (SS) was given a score of 5, Agree (S) was given a score of 4, Neutral (N) was given a score of 3, Disagree (TS) was given a score of 2, and Strongly Disagree (STS) was given a score of 1. Data processing techniques using Partial Least Square (PLS) on the questionnaire, which is composed of 38 items structured statements based on dimensions and indicators of the operationalization of variables shown in Table 2.

Variable	Dimension	Indicator
Y: Budget Performance with the Value for Money Concept	1. Allocation of economic costs and efficiency 2. Quality of service effectiveness (Mardiasmo, 2011))	VFM01: budget for public use VFM02: budget is managed economically VFM03: budget is managed efficiently VFM04: budget is managed effectively VFM05: budget is managed fairly and equally VFM06: budget is not concentrated by groups

		VFM07: there is a role for government VFM08: shopping for public use VFM09: budget is used efficiently, sparingly VFM10: principled budget 3E VFM11: VFM achieves Good Governance
X_1: Accountability	1. Legal accountability and honesty 2. Process accountability 3. Program accountability 4. Accountability policy (Mahmudi, 2013)	AK1: involvement of community elements AK2: budget is presented openly, quickly, precisely AK3: public interest is the main concern AK4: people need to know budget documents AK5: budget evaluation of performance indicators AK6: the budget process is monitored continuously AK7: inclusion of past information AK8: Budget evaluation compares realization AK9: vertical and horizontal liability
X_2: Transparency	1. Information is adequate 2. There is access to information 3. Increased public knowledge of governance 4. Increased public confidence (Sedarmayanti, 2011)	TR1: budget announcement to the public TR2: providing budget information to the public TR3: easy access to budget documents TR4: difficulty in accessing budget documents (bureaucratic) TR5: Development Planning Conference for increasing transparency TR6: accountability report on time TR7: proposal accommodation / popular vote TR8: Budget announcements are obtained every time TR9: Budget announcements are easy to get
X_3: Supervision	1. Supervision input	PE1: input budget preparation

	2. Behavioural Supervision 3. Supervision outputs (Siagian, 2014)	PE2: budgetary basic community aspirations PE3: internal and external budget supervision PE4: routine budgetary supervision by the Inspectorate PE5: leaders assess subordinate's budget performance PE6: DPRD supervise budget mechanism PE7: preventive, repressive supervision by the DPRD PE8: The Audit Board (BPK) assignment to supervise the budget PE9: Priority scale budget revisions

Table 2. Summary of Operationalization of Variables

RESULTS

Descriptive statistics

The results of tabulation of the characteristics of respondents showed in Table 3 that 45 female respondents (52.33%) had a higher frequency than male respondents as many as 41 people (47.67%). Based on the age characteristics, respondents were dominated by age over 40 years by 44 people (39.53%). As for the level of education, respondents with bachelor degree dominated with a percentage of 53.49% or as many as 46 people.

	Number of Respondents	Percentage
Gender		
Male	41	47,67
Female	45	52,33
Age		
25 - 30	21	24,42
31 - 40	31	36,05
>40	34	39,53
Last education		
Diploma 3 degree (D3)	12	13,95
Bachelor degree (S1)	46	53,49
Master degree (S2)	28	32,56

Source: Data tabulation, (2020).

Table 3. Characteristics of Respondents

Based on Table 3 show age characteristics, respondents were dominated by age over 40 years by 44 people (39.53%). As for the level of education, respondents with bachelor degree dominated with a percentage of 53.49% or as many as 46 people.

Evaluation of the measurement model (Outer model)

This evaluation assesses the validity and reliability of the model. First, the convergent validity test is evaluated by the outer loadings of each indicator that measures the construct. A loading factor of 0.5 to 0.6 can be considered sufficient (Latan & Ghozali: 2015). Therefore, all indicators are declared valid show in Figure 1.
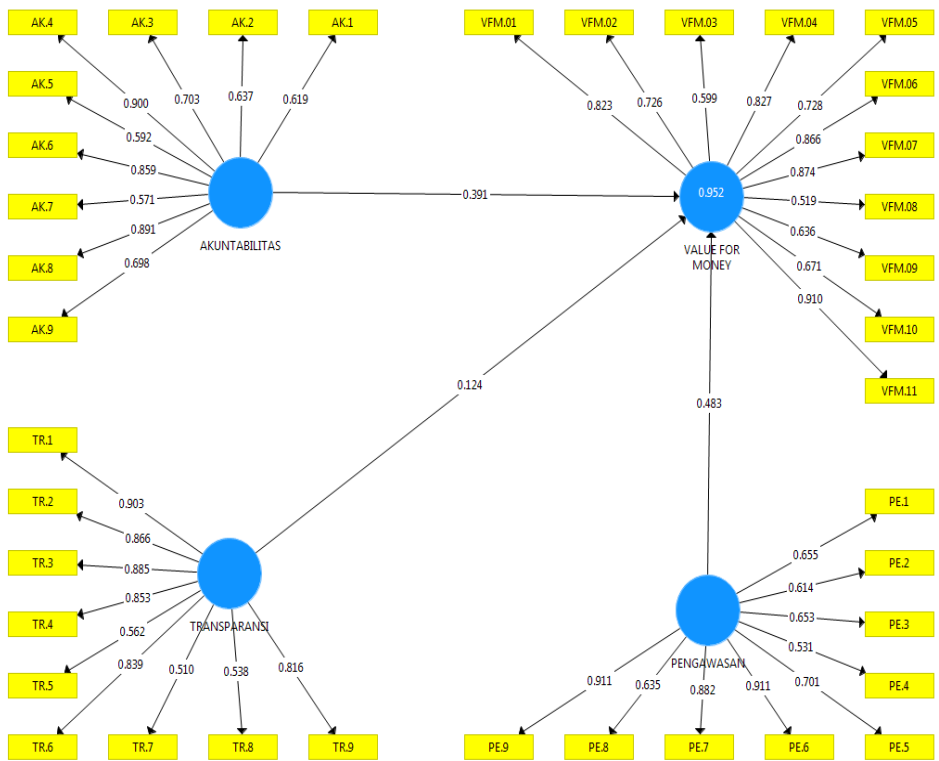
Figure 1. The output of the path diagram (SmartPLS Result (2020))

Based on Figure 1, the discriminant validity test with Average Variance Extracted (AVE) to measure the level of variance of a construct component compiled from its indicators by adjusting the error rate. The recommended minimum AVE value is 0.5 (Latan & Ghozali: 2015). Thus, all data is said to be a reliable show in Table 4 as a following:

	Composite Reliability	*Cronbach's Alpha*	*AVE*
Accountability (AK)	0.90860	0.88645	0.53208
Transparency (TR)	0.92550	0.90574	0.58996
Supervision (PE)	0.91033	0.88794	0.53855
Budget Performance with Value for Money Concept (VFM)	0.93357	0.92047	0.56738

Source: SmartPLS Result (2020).

Table 4. Value of Composite Reliability and Cronbach's Alpha

Based on Table 4 show that the composite reliability and Cronbach's alpha test of the indicator block that measures the construct. The construct is stated to be reliable if both of them are above 0.7 (Latan & Ghozali: 2015).

Hypothesis testing

Evaluation of the structural model (Inner model)

This evaluation examines the presence or absence of effect between constructs. P-values to determine the significance of the structural path coefficient parameters and R-Square to determine the effect of the independent latent variable on the latent dependent variable, whether it has a substantive effect show in Table 5.

	Parameter Coefficient	T Statistics	P Values	Information
AK → VFM	0.39067	4.00928	0.00004	H_1 is accepted
TR → VFM	0.12424	1.39062	0.08248	H_2 is rejected
PE → VFM	0.48341	5.57108	0.00000	H_3 is accepted

Source: SmartPLS Result (2020).

Table 5. Hypothesis testing

Based on Table 5, to conclude whether the hypothesis is accepted or rejected, the P-Values value is used at the significance α = 0.05 (5%). If the P-Value <0.05, then the hypothesis is accepted or there is an effect. Conversely, if the P-Value s> 0.05 then the hypothesis is rejected or there is no effect. Thus, it can be seen that the accountability and supervision variables have a significant effect on the performance of the budgeting with Value for Money concept. Meanwhile, the transparency variable with a significance level of 0.05 (5%) has no effect on the performance of the budgeting with Value for Money concept. However, at the significance level of 0.1 (10%), the transparency variable has an effect on budget performance with the concept of Value for Money. This can be seen from the P-Values value of 0.08248 <0.1.

As for the path parameter coefficient seen that explains the results of the relationship between constructs or between variables. This coefficient shows the effect of exogenous latent variables on endogenous latent variables. Supporting H1 research, the effect of accountability on-budget performance with the concept of Value for Money, path parameter coefficient of 0.39067 with t-statistic value 4.00928> 1.96 at the significance level α = 0.05 (5%) states that there is a positive and significant effect between accountability on-budget performance with the concept of Value for Money. The results of this study are consistent with previous research by Demirag & Khadaroo (2011), Christensen & Lægreid (2015), and Pertiwi & Satriawan (2015). The proof of this hypothesis indicates the importance of accountability within the body of government officials. This result is in line with the exposure of the New Public Management Theory, which emphasizes high discipline in accountability for the use of the budget. This result also proves the government's seriousness in achieving the goals set forth in National Medium-Term Development Plan (RPJMN) III of 2015-2019 and the Nawa Cita Program carried by the government in the second point that is, making government absent by building clean, effective, democratic and reliable governance, by giving priority to efforts to restore public trust.

Accountability for budget use is a central issue that affects budget performance with the Value for Money concept that is implemented by local government work units of DKI Jakarta as the recipient of a grant of the local government budget (APBD). Then, the higher the accountability carried out by the local government work units of DKI Jakarta in explaining and answering all matters relating to the use of the budget, the higher the performance of the budget implementation concept Value for Money.

Meanwhile, the path parameter coefficient obtained from the effect of transparency on-budget performance with the concept of Value for Money is 0.12424 with a statistical value of 1.39062 <1.96 at the significance level α = 0.05 (5%) which states that there is no significant effect between transparency on-budget performance with Value for Money concept. Thus, the initial assumption stating that there is an interaction between transparency in affecting budget performance with the Value for Money concept in local government work units of DKI Jakarta is not proven.

The reason for the unsuccessful acceptance of H2 at 5% significance is that not all local government work units of DKI Jakarta carry out budget transparency in terms of overall disclosure regarding budget announcements to the public. The results of this study prove the condition of one of the phenomena raised in this study that in 2017 Indonesia received an Exchange of Information Rating (EOIR) in the form of partially compliant. The local government work units of DKI Jakarta has not been proven to have carried out disclosure of financial information in a good and comprehensive manner to the public.

Jakarta is heading for a transparent government (Open Government Indonesia: 2017). The DKI Jakarta Province Government has provided various data portals to facilitate the public to access government administration information. One of them is the Open Data Portal (data.jakarta.go.id) and KPI Jakarta (KPI.jakarta.go.id). Both of these websites carry the same theme, which is to increase public trust by easily monitoring and evaluating government performance online. Open Government Indonesia (2017) explains that the Open Data Portal is an Integrated Data Portal that presents data from all local government work units of DKI Jakarta. Likewise, the Jakarta KPI which contains information on performance indicators for all local government work units of DKI Jakarta in the form of a percentage of the targets set. The aim is to improve the quality of work and determine more tangible targets in the future development of DKI Jakarta.

However, these two websites tend not to be maximally empowered by the Provincial Government. On the Open Data Portal website (data.jakarta.go.id), the most recent DKI Jakarta Budget (APBD) realization data per local government work units is in 2014. There is no latest financial data that can be accessed by the public. Whereas on the KPI Jakarta website (KPI.jakarta.go.id), no data can be presented. This is because this website is still under development. In this condition, the community as a stakeholder in governance cannot evaluate and examine the decisions and performance of public officials as a result of government work. This condition also reflects the statement of the OECD (2006) that transparency is one of the most effective barriers to corruption in public procurement.

The results of hypothesis testing support H3 research where the path parameter coefficient obtained from the effect of supervision on-budget performance with the concept of Value for Money is 0.48341 with a statistical value of 5.57108> 1.96 at a significance level of 5% which states that there is a positive and significant effect between supervision on performance budget with the concept of Value for Money. The results of this study confirm the results of previous studies by Solikin et al. (2015), Pertiwi & Satriawan (2015) and Putra (2017). Supervision is the most significant construct that has a positive effect on budget performance using the Value for Money concept in local government work units of DKI Jakarta. This result is in accordance with the principles of budget management expressed by the OECD in the Open Government Study of Indonesia (2016), where supervision is one of the pillars of good modern budget management. Supervision of the government budget has a role in guaranteeing the accuracy of the use of the budget in the programs and policies that have been planned by the government.

Furthermore, supervision must be carried out on the timeliness of the use of the budget. The budget set for a program has a timeframe for completion. Supervision is needed to ensure that the budget is used wisely and with a Value for Money concept. This indicates that supervision is an important indicator in achieving budget performance, which leads to an increase in program output realization. Solikin et al. (2015) illustrate that government supervision is directed towards every government affair that has been carried out by local authorities and with regional policies that have been produced.

CONCLUSIONS

The results of this study indicate that accountability has a positive effect on budget performance with the Value for Money concept in the local government work units of DKI Jakarta. Transparency does not have a positive effect on budget performance with Value for Money concept in local government work units of DKI Jakarta. Supervision has a positive effect on budget performance with Value for Money concept in local government work units of DKI Jakarta.

The implications of this study are as follows. First, to improve the performance of the budget with the concept of Value for Money, it should pay attention to factors of accountability and supervision in the implementation of government policies. The government is considered to be accountable if it is able to present maximum results from the programs and policies implemented. Then, the government is assessed introspect towards the use of the budget if it is in accordance with the planning and results achieved. Second, transparency also plays an important role in improving budget performance with the concept of Value for Money. If the government apparatus considers the transparency of the report on the use of the government budget it is important to be presented on time, informative with the use of tables and graphs and easily accessed, the performance of the budget with the concept of Value for Money will increase.

To increase the transparency of budget performance with the Value for Money concept, the local government work units of DKI Jakarta needs to implement the government website platform on an ongoing basis. Government officials should be formed a creative team to present accountability reports on the use of the budget in an attractive and easily understood manner by the public. Social media can be used by the apparatus of local government work units of DKI Jakarta as an interactive platform to increase public knowledge regarding the use of local budgets. Every division in local government work units of DKI Jakarta is called upon to make timely and accurate announcements of regional use.

This research has limited viewpoints using only one point of view, namely from the community side. In practice, the respondents' perceptions conveyed in this study do not necessarily reflect the real situation. Although the respondents filled in the questionnaire statements with the agreed and strongly agreed scale, the implementation of the concepts of accountability, transparency, supervision and Value for Money was not necessarily carried out in a tangible manner. In addition, this research only uses the perspective of the community where the community is considered as the absolute power holder. This research does not heed the perspective of the challenges faced by the government itself in achieving the performance desired by the community.

Finally, the evaluation of budget performance with the concept of Value for Money is not only measured by accountability, transparency and supervision, and is not focused on the government sector alone. The concept of Value for Money is a pillar of modern budget management that deserves further study and study.

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Artículos

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Determinant Factors of Fuel Consumption Behavior: Evidence from Indonesia

Factores determinantes del comportamiento del consumo de combustible: Evidencia de Indonesia

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RESUMEN

La investigación aplicó una explicación cuantitativa con el enfoque descriptivo y causal. Se realizó un muestreo por conglomerados en este método de encuesta y se recopiló mediante cuestionarios estructurados. Además, los datos se analizaron con el modelo de ecuación estructural (SEM) con la versión de software LISREL 8.8. Los resultados del estudio mostraron que la imagen de marca y la confianza de la marca no tienen un impacto en la satisfacción del cliente y la intención de recompra de Pertalite. Este resultado implica que la satisfacción del cliente no logró mediar la relación entre la imagen de marca y la intención de recompra. Además, la satisfacción del cliente tampoco puede explicar la causalidad entre la confianza de la marca y la intención de recompra de Pertalite en Indonesia.

Palabras clave: Confianza de marca, imagen de marca, intención de recompra, satisfacción del cliente.

ABSTRACT

The research applied a quantitative explanatory with a descriptive and causal approach. A cluster sampling was engaged in this survey method and collected using structured questionnaires. Furthermore, the data were analyzed undergoing Structural Equation Model (SEM) with the software LISREL 8.8 version. The findings of the study showed that brand image and brand trust do not have an impact on customer satisfaction and repurchase intention of Pertalite. This result implies that customer satisfaction failed in mediating the relationship between brand image and repurchase intention. Besides, customer satisfaction also cannot explain the causality between brand trusts and repurchase intention of Pertalite in Indonesia.

Keywords: Brand image, brand trust, customer satisfaction, repurchase intention.

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INTRODUCTION

PT. Pertamina (persero) is the state-owned entreprises that focuses on the processing and selling of petroleum and gas fuels. It has the primary product, including premium, pertamax, and pertalite. Since 2015, the Indonesian government introduced pertalite as the alternative of customer choices. Meanwhile, in 2018, the government raised the price of pertamax, which lead to the price gap between pertalite and pertamax price, and it is expected that the civilians can shift to pertalite (Hamdani: 2018; Widyastuti & Hartono: 2019, pp. 12-27).

The government endeavors to reduce the fuel subsidies that are marked by the government, starting to limit sales of 88 octane Premium. As a consequence, society is advised to change over with pertalite, which having higher octane (90 octanes). The underlying reason is that the slight difference price compared to premium. According to Kurniawan (2018), people’s interest in pertalite shows an upward trend. In particular, the consumption of pertalite in three areas in Indonesia, including Jakarta capital special region, West Java, and Banten, rose dramatically by approximately 37 percent in 2018 and the greatest consumption was in Central Jakarta and West Jakarta.

Despite the fact that the octane rates of pertalite is higher than premium, the customer thinks that the quality of pertamax performed out of pertalite, and customers are willing to pay more to use pertamax instead of pertalite for their vehicles. This is due to the fact that pertamax does not use a mixture of dyes and contains additives to prevent rust on their vehicle engines (Kurniawan: 2018). According Teoh et al. (2018), using fuel with low octane and not in accordance with the manufacturer’s recommendations can reduce engine performance and have a negative impact on the engine in the long run.

Along with the times, pertalite has some competitors, among others, Total performance by PT. Total Oil and shell regular by PT. Shell Helix. The three products are having the same octane and indifferent prices, ranging from IDR 7,000 to IDR 9,000. Even though competing companies have issued products in the same class, pertamina’s external communication manager believes that consumers will continue to use pertalite. This is reasonable due to the fact that pertalite has advantages in terms of retail outlets, namely Pertamina gas stations spread throughout Indonesia so that pertalite can be easily found by consumers. Besides, Indonesian citizens’ confidence in pertamina’s products is still high. They also believe that the high consumer acceptance of pertalite is due to the good quality of pertalite and the affordable price (Widyastuti & Hartono: 2019, pp. 12-27).

The superiority of pertalite is caused by a good brand image, brand trust, and a sufficient level of customer satisfaction, which will affect the purchase intention consumers. Furthermore, when consumers feel unsatisfied, the repurchase intention will be inadequate; therefore, consumers will turn to other competing brands. Based on these matters, this study is aimed to investigate the role of brand image and brand trust toward customer satisfaction and repurchase intention of pertalite. In addition, this study is also intended to understand the role of customer satisfaction in mediating the relationship brand image toward repurchase intention and brand trust in repurchase intention.

LITERATURE REVIEW

Brand image

Kotler & Keller (2016) described a brand image as consumers’ perceptions of a brand, as reflected in brand associations that are stored in consumers’ minds. Indeed, Mann and Ghuman (2018) defined a brand image as a set of brand associations that are formed and embedded in the minds of consumers. Consumers who are accustomed to using certain brands tend to have consistency with the brand image of the brand’s products (de Vries et al.: 2017).

In addition, Manorek (2016); Qom & Azad (2017) remarked that a brand image is an image or personality created with advertising, packaging, branding, and other marketing strategies. Through a good marketing strategy, brand image can determine product position in the competitive business market. Therefore, the image created must be clear and profitable. A sharp brand image can be created by showing the superiority of the company's products compared to competitors' products (Foster: 2016, pp. 1-11). Through a robust brand image, consumers can evaluate company offerings and inherent advantages, to encourage consumers to have the intention to purchase.

Cheung et al. (2016); Foster et al. (2018) added that there are three dimensions to measure brand image, including: first, corporate image, which is a collection of associations that consumers perceive of the company that makes a product or service. Second, user image, which is a collection of associations that consumers perceive a product. Lastly, the product is an image as a collection of associations that consumers perceive users using an item or service.

Brand trust

Oh, Kihan, & Gwijeong (2016) defined trust as the core of the value offered by a strong brand to consumers of their products that makes consumers understand the offers and risks received associated with buying and using products. Trust in a product can be built because of consumer expectations that a product will be able to meet the needs and desires. According to Bhandari and Rodgers (2018) brand trust is the brand's ability to be trusted (brand reliability), which is based on consumer confidence that the product is able to meet the promised value and brand good intention based on consumer confidence that the brand is able to prioritize the consumer interest.

Brand trust reduces the uncertainty of the risk that will be received by consumers based on consumer experience when purchasing and using the product. Furthermore, Kasari et al. (2017); Akhondi & Azar (2016) states that trust in the brand as the willingness of the average consumer to depend on the ability of a brand to carry out all its uses or functions. The experience, if it has an impact or positive results, will affect consumer evaluations of the brand, because consumers feel that the brand is reliable (Keller: 2016, pp. 1-16; Rather et al.: 2019, pp. 196-217).

Additionally, several literature by Tong et al. (2018); Bidmon (2017); Singla and Gupta (2019) mentioned that there are three dimensions to measuring brand trust, including reliability, which is the assumption that a brand has the capacity needed to respond to consumer needs, by offering new products that consumers need or offering a constant level of quality. Furthermore, intention, namely consumer confidence that the brand will protect the interests of consumers when unexpected problems arise in connection with the use of a product.

Customer satisfaction

Kasiri et al. (2017) defines satisfaction as positive behavior towards a brand, which will end in the consumer's decision to repurchase the brand. While the definition of satisfaction, according to Kotler and Keller (2016), is someone's feeling of satisfaction or dissatisfaction resulting from comparing the performance received by consumers for a product, service, or product outcome with consumer expectations. This means that if the product's performance is in accordance with consumer expectations, then the consumer will feel satisfied. When the product performance is under consumer expectations, then the consumer will feel dissatisfied. Conversely, if product performance exceeds consumer expectations, then consumers will feel very satisfied (Mohammed et al.: 2016, pp.116-122; Tandon et al.: 2017, pp. 266-288).

In line with the opinion of Kotler and Keller (2016), Mohammadi and Sohrabi (2018); Edyansyah (2016) revealed that customer satisfaction or dissatisfaction is the customer's response to the evaluation of perceived discrepancies or disconfirmations between previous expectations and actual product performance felt after usage. However, some literatures by Ali & Raza (2016); Anounze et al. (2019) mentioned that there are three dimensions to measure customer satisfaction. First, product-related factors, the factors used to develop a product that involves waiting for the benefits provided by the product. Second, service-related factors are

factors related to the company's service of a product. Third, purchase factors, the factors associated with the purchase of the product.

Repurchase intention

Goh et al. (2016) defines repeat purchase intentions as behavior when a customer is willing to purchase a product or use the same service that has been used before on an ongoing basis. Repurchase behavior occurs when the company's products meet consumer expectations and approvals, which is a high indication that consumers will buy and reuse these products in large quantities. Meanwhile, according to Mgiba and Madela (2020), repurchase intention is a consumer commitment that is formed after the consumer makes a product or service purchase. This commitment arises because of the positive impression consumers have on a brand. Positive impression obtained by consumers from consumer experience in the purchase and use of products.

Masitoh and Widikusyanto (2017) states that consumer repurchase intention is an important indicator used to predict repurchase behavior. Repurchase intention can encourage consumers to have a consistent buying behavior towards products that can show the level of consumer loyalty to the brand, so that the company has a sustainable advantage. According to Saleem et al. (2017); Liu & Tang (2018), there are four dimensions to measure repurchase intentions, namely: transactional intention, which is the tendency to buy products; preferential intention, namely interests that describe the behavior of someone who has a primary preference on the product. This preference can only be replaced if something happens with the product of his preference. In addition, referential intention, which is a person's tendency to refer products to other people. Lastly, explorative intention), the interest that describes the behavior of someone who is always looking for information about the product of interest and to support the positive qualities of the product.

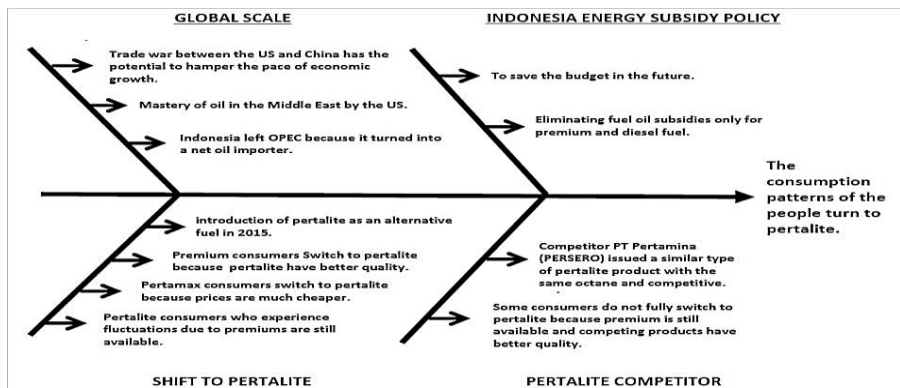



Figure 1. The Road Map of Research

METHODS

The research applied a quantitative explanatory with the descriptive and causal approach. The population in this study refers to Pertalite consumers in general in East Jakarta. The type of population studied is infinite, because researchers do not know for sure the total number of visitors to gas stations in East Jakarta. A total of 200 respondents were selected to be a sample of the Pertalite customer population in East Jakarta, namely in Duren Sawit Village and Rawamangun Village in July 2019.

A cluster sampling was engaged in this survey method and collected using structured questionnaires. The cluster sampling technique is also called the group technique or cluster technique, which is done by selecting samples based on the cluster, not the individual. Consideration of sample selection based on Pertalite consumed is the same in all Pertamina gas stations in East Jakarta. To determine the Pertamina gas station that will be used as a sampling place, first look for data on the location of gas stations in Jakarta via the internet. After that, the data is sorted into gas stations that only exist in East Jakarta. SPBU data in East Jakarta are grouped into sub-districts, namely Cakung, Matraman, Jatinegara, Duren Sawit, and Pulogadung Districts. Then, two districts that had the highest number of villages were selected, namely Duren Sawit Subdistrict and Pulogadung Subdistrict. Furthermore, from the two sub-districts, it was sorted again to find the villages that had the most gas stations, namely Duren Sawit and Rawamangun.

Furthermore, the data were analyzed undergoing Structural Equation Model (SEM) with the software LISREL 8.8 version. The use of LISREL aims to show the causality relationship between construct variables, both directly and indirectly, also shows the components that contribute to the formation of the construct so that the relationships between variables have a high degree of accuracy.

RESULTS

Descriptive analysis

Brand image is proxied by three dimensions, maker image, user image, and product image. In all three dimensions, the percentage of respondents agreed about 30 to 40 percent, which means that pertamina's image as a pertalite producer good, pertalite's performance for consumers, and pertalite's product image are good. In addition, brand trust variables are measured by two dimensions, namely reliability and intention. For both dimensions, the percentage of respondents agreed about 40 to 50 percent; it implies that pertalite is indeed reliable by consumers, and pertalite meets expectations and guarantees consumer safety.

Meanwhile, the customer satisfaction variable is explained by three dimensions, consisting of product-related factors, service-related factors, and purchasing factors. In these three dimensions, the percentage of respondents agreed about 40 to 50 percent. This result shows the level of customer satisfaction with factors related to pertalite products, the level of customer satisfaction with factors related to pertalite producer service, and the level of customer satisfaction with factors related to product purchases pertalite is good.

Lastly, the variable repurchase intention is measured by four dimensions, namely transactional interest, preferential interest, referential interest, and exploratory interest. On all four dimensions, respondents agreed about 30 to 40 percent, which means consumers are always looking for pertalite to fuel their vehicles, consumers always have an interest in using pertalite as fuel for their vehicles, consumers are willing to recommend pertalite to others, and consumers want to find out more information about pertalite.

The validity test

The measures used in factor analysis are the Kaisser-Mayer Olkin's (KMO) test and Bartlett's Test of Sphrecity. The validity testing criteria, according to Ghozali (2009), is that the KMO value or factor loading is more than 0.5, and the probability of Bartlett (sig.) is not more than 0.05

KMO and Bartlett's Test		CM	KM	KP	NPU
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.744	0.760	0.824	0.741
Bartlett's Test of Sphericity	Approx. Chi-Square	318.208	117.236	159.728	169.335
	df	120	15	36	28
	Sig.	0.000	0.000	0.000	0.000

Table 1. The Results of KMO and Bartlett's Test

From the results of the overall validity test of the variables shown in Table 1, it is known that all statements in the questionnaire of all variables are valid because they have KMO test results greater than 0.5, each 0.744; 0.760; 0.824; and 0.741, and the significance value is smaller than 0.05, which is equal to 0.000.

Factor Loading							
CM		KM		KP		NPU	
CM1	0.481	KM1	0.824	KP1	0.609	NPU1	0.747
CM2	0.146	KM2	0.785	KP2	0.662	NPU2	0.722
CM3	0.586	KM3	0.710	KP3	0.746	NPU3	0.767
CM4	0.553	KM4	0.519	KP4	0.501	NPU4	0.769
CM5	0.671	KM5	0.618	KP5	0.604	NPU5	0.783
CM6	0.688	KM6	0.805	KP6	0.747	NPU6	0.499
CM7	0.770			KP7	0.731	NPU7	0.486
CM8	0.590			KP8	0.726	NPU8	0.726
CM9	0.613			KP9	0.745		
CM10	0.568						
CM11	0.561						
CM12	0.497						
CM13	0.631						
CM14	0.648						
CM15	0.471						
CM16	0.591						

Table 2. The Result of Factor Loading Test

The results of factor loading calculations are shown in Table 2 on all indicators of all variables, it can be interpreted that there are several invalid indicators, namely CM1, CM2, CM12, CM15, NPU6, and NPU7 indicators because they have a factor loading value below 0.5. Furthermore, the indicator that is not mentioned is valid, because it has a factor loading value above 0.5.

The reliability test

Reliability is an index that shows a reliable or reliable measuring tool. A questionnaire is stated to be reliable or reliable if a person's answer to a question is consistent or stable over time. The reliability test uses the Cronbach Alpha method, with a measure that is if it is less than 0.6, then it is insufficient, if 0.7 thus it can be accepted and if 0.8 and above it is satisfying.

Variable	Cronbach's Alpha	Intrepretation
Brand image (X_1)	0.866	Reliable
Brand trust (X_2)	0.816	Reliable
Customer satisfaction (Y)	0.851	Reliable
Repurchase intention (Z)	0.841	Reliable

Table 3. The Result of Reliability Test

From the reliability test results shown in Table 3, it is known that all the variables used in the study, both the independent variables namely Brand Image and Brand Trust, intervening variables namely Customer Satisfaction, and the dependent variables namely Repurchase Intention are reliable because they have more Cronbach's Alpha results greater than 0.8.

The model conformity test

The analysis technique to determine the suitability of a model used in this study is Confirmatory Factor Analysis. This model is a useful analysis to identify relationships between variables by conducting correlation tests and knowing the most dominant indicators in a construct model to reduce measurement errors.

According to Yamin & Kurniawan (2009) mentioned that there are several tools to test the suitability of the model at SEM, namely: Absolute Fit Indices are the most basic measurements by measuring the overall and simultaneously fit models for both structural and measurement models. Measuring instruments found in Absolute Fit Indices are: (1) Chi-Square (CMIN), It is a measure to see the closeness between the covariance matrix of the model predictions and the covariance matrix of the study sample. The model is said to be perfect fit if it has a value of 0; (2) Chi-Square per Degree of Freedom (CMIN/DF), generated from chi-square statistics divided by the degree of freedom of the model (degree of freedom). Used to measure the suitability of a model. The expected value is smaller than 2.00; (3) Goodness of Fit Index (GFI), is the size of a model to explain the diversity of data. The GFI value is between 0 (poor fit) and 1 (perfect fit). If the GFI value is greater than 0.90, then the model has a good fit. Meanwhile, if the GFI value is between 0.80 to 0.90, then the value is expressed as good enough (marginal fit); (4) Root Mean Square Error (RMSR), used to see the average residuals between the covariance matrices and the estimated results. A model can be said to be good (good fit) if it has an RMSR value below 0.05; (5) Root Mean Square Error of Approximation (RMSEA), it is a measure of the average difference per degree of freedom expected in a population. A model can be said to be good fit if it has an RMSEA value below 0.08. If the RMSEA value is above 0.08 then the model is said to be marginal fit, and if it is below 0.05, then the model is said to be close fit.

Incremental Fit Indices examines more specifically for the comparison of proposed models for other models. The model is said to be fit when the size of the Incremental Fit Indices has been met. Measuring instruments contained in the Incremental Fit Indices are: (1) Adjusted Goodness of Fit Index (AGFI), this measure is a modified form of GFI by comparing the degrees of freedom of the research model with other models. Similar to GFI, if the AGFI value is greater than 0.90, then the model has a good fit. Meanwhile, if the AGFI value is between 0.80 to 0.90, then the value is expressed as good enough (marginal fit); (2) Tucker Lewis Index / Non Normed Fit Index (TLI / NNFI), used to compare between models by considering the number of coefficients in the model. Similar to GFI, TLI / NNFI values range between 0 (poor fit) and 1 (perfect fit). If the TLI / NNFI value is greater than 0.90, then the model has a good fit. Whereas if the TLI / NNFI value is between 0.80 to 0.90, then the value is expressed as good enough (marginal fit); (3) Normed Fit Index (NFI), seeing the large mismatch between the expected model and the basic model. Similar to GFI, the NFI value is between 0 (poor fit) and 1 (perfect fit). If the NFI value is greater than 0.90, then the model has a good fit. Meanwhile, if the NFI value is between 0.80 to 0.90, then the value is expressed as good enough (marginal fit), and (4) Comparative Fit Index (CFI), is a form of NFI modification that shows the level of acceptance of the model. Can perform well when the sample size is small. Similar to GFI, the CFI value is between 0 (poor fit) and 1 (perfect fit). If the CFI value is greater than 0.90, then the model has a good fit. Meanwhile, if the CFI value is between 0.80 to 0.90, then the value is expressed as marginal fit. Thus, the index that researchers use to test the suitability of a model is as follows:

Goodness of Fit Indices	Cut-Off Value
CMIN	Close to 0
CMIN/DF	≤ 2.00
GFI	≥ 0.90
RMSR	≤ 0.05
RMSEA	≤ 0.08
AGFI	≥ 0.90
TLI/NNFI	≥ 0.90
NFI	≥ 0.90
CFI	≥ 0.90

Source: Yamin & Kurniawan (2009)

Table 4. Review the Model Suitability Measurement

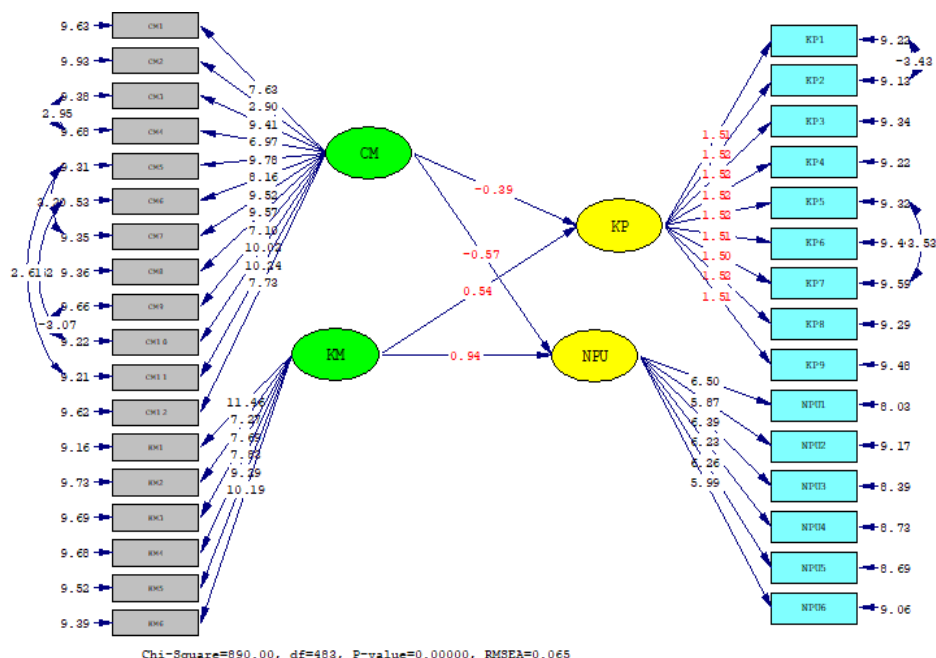
Index	Cut Off Value	Results	Intrepretation
CMIN	Close to 0	0.0	Perfect Fit
CMIN/DF	≤ 2.00	1.842	Good Fit
GFI	≥ 0.90	0.79	Close Fit
RMSR	≤ 0.05	0.046	Good Fit
RMSEA	≤ 0.08	0.065	Good Fit
AGFI	≥ 0.90	0.75	Close Fit
TLI/NNFI	≥ 0.90	0.96	Good Fit
NFI	≥ 0.90	0.92	Good Fit
CFI	≥ 0.90	0.96	Good Fit

Table 5. Full Model Conformity Test Results

The results of the model suitability test in Table 5 shows that all variables in the fitted model produce a good level of acceptance, with most of the criteria determined to be within the expected range of values.

The hypothesis testing

In testing hypotheses regarding causal relationships between variables, researchers use path analysis. The path analysis is an extension of the regression model that can show the direct and indirect impacts of the independent variable with the dependent variable. The testing criteria used a t-statistic value with a significance level of 0.05, a sample size of 200, and a critical value of 1.96. The results of the calculation of the hypothesis are interpreted to be acceptable and significant if the t-count is greater than the t-table (t-value> 1.96).

Figure 2. The Research Fitted Model: T-Values

The structural equation model is used to analyze the hypotheses proposed that can be accepted or rejected. The results of testing the hypothesis using the t-statistic value, with the criteria if t-count is greater than t-table (t-value> 1.96) means that the proposed model is significant and acceptable. The results of the structural equation model in Table 6 show that the overall relationship between variables has a non-significant relationship and falls below a predetermined t-table threshold (1.96).

H-a	Independent Variable		Dependent Variable	T-Value	Significance
H-1	Brand image (X_1)	→	Customer satisfaction (Y)	-0.39	Not significant
H-2	Brand trust (X_2)	→	Customer satisfaction (Y)	0.54	Not significant
H-3	Brand Image (X_1)	→	Repurchase intention (Z)	-0.57	Not significant
H-4	Brand Trust (X_2)	→	Repurchase intention (Z)	0.94	Not significant
H-5	Customer satisfaction (Y)	→	Repurchase intention (Z)	-	Not proven

Source: data processed (2020)

Table 6. The Structural Equation Model

The direct and indirect influence

An indirect effect test is conducted to determine the effect of independent variables that influence the dependent variable through intervening variables. Indirect effect tests can be seen through Standardized Indirect Effects. The results of the analysis which state that there is an intervening/mediation relationship are when the value of Standardized Indirect Effects is positive. Based on the results of the analysis of the indirect effect test shown in Figure 2, it can be seen that there is no indirect relationship or variable influence of Brand Image on Repurchase Intentions through customer satisfaction and there is no indirect relationship or variable influence of Brand Trust on Intention Repurchase through Customer Satisfaction.

DISCUSSION

The brand image does not have a significant effect on pertalite customer satisfaction, indicated by a value of -0.39. This shows that pertalite has become a widely recognized brand, and this makes the pertalite brand a top of mind for fuel consumers. Also, another cause is that respondents in this study consider fuel brands not to be a significant problem, because they are looking for fuel at an affordable price according to the budget, but with the desired quality according to their expectations. Meanwhile, brand trust has no influence on pertalite customer satisfaction, which indicated by a t-value of 0.54. This can be caused by respondents in this study seem to be less concerned with the capabilities of pertalite so that trust does not affect customer satisfaction. This is probably caused by pertalite, which has been known by the public at large and easily found everywhere.

The brand image does not have a significant effect on pertalite’s repurchase intention, indicated by the t-value of -0.57. This can be due to the respondents in this study were happy to search for information about fuel. They trust the opinions of others more, both from friends, family, relatives, and testimonials from the internet about the benefits of the fuel. The information and input they get from others can foster interest in buying. Therefore, they can decide to buy and use pertalite based on the experience of users who have used pertalite beforehand. In addition, brand trust does not have a significant effect on pertalite's repurchase

intentions, as indicated by the t-value of 0.94. This can be due to the respondents in this study will continue to buy pertalite, without seeing other options, only pertalite is available, there is no Premium or other options according to their budget and expectations. Customer satisfaction has not been proven to have an influence on pertalite's repurchase intentions. Brand image has not been proven to have an influence on repurchase intentions mediated by pertalite customer satisfaction.

Lastly, brand trust has not been proven to have an influence on repurchase intentions mediated by pertalite customer satisfaction. The results of the analysis state that brand image and brand trust have no effect on customer satisfaction and repurchase intentions. Therefore, the aspect that needs to be improved is to be more careful in choosing respondents and in processing data because respondents sometimes fill in a hurry or not seriously that make the research results are biased.

CONCLUSION

This present study aims to examine the impact of brand image, brand trust toward customer satisfaction, and repurchase intention of pertalite in Indonesia. The findings of the study showed that brand image and brand trust do not have an impact on customer satisfaction and repurchase intention of pertalite. This result implies that customer satisfaction failed in mediating the relationship between brand image and repurchase intention. Besides, customer satisfaction also cannot explain the causality between brand trust and repurchase intention of pertalite in Indonesia.

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Specifics of State Structures of the Mongol Empire

Detalles de las estructuras estatales del imperio Mongol

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RESUMEN

En el curso del estudio, se determinó que las principales razones que contribuyeron al surgimiento del imperio Mongol están relacionadas con su desarrollo dinámico y progresivo, que al mismo tiempo dependía de las instituciones tradicionales de pueblos nómadas. Cabe señalar que las características del poder supremo del imperio y las formas de su implementación a menudo se asocian con las características de su estructura territorial, la naturaleza de las relaciones entre el poder imperial central y las periferias de diferente estatus; esto enfatiza la especificidad de la organización del imperio Mongol.

Palabras clave: Genghis Khan Kurultai, imperio Mongol, impuestos, uluses.

ABSTRACT

In the course of the study, it has been determined that the main reasons that contributed to the emergence of the Mongol empire are related to its rather dynamic and progressive development, which at the same time relied on the traditional institutions of nomadic people. It should be noted that the features of the supreme power of the empire and the ways of its implementation are often associated with the features of its territorial structure, the nature of relations between the central imperial power and peripheries of different status; this emphasizes the specificity of the organization of the Mongol empire.

Keywords: Genghis Khan, governors, Kurultai, Mongol empire, taxes.

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INTRODUCTION

Researchers have always been interested in the study of nomadic tribes; there are various approaches and discussions associated with the topic. It is commonly known that for a long time, almost until the 20th century, the Eurocentric approach was dominant in scientific research, in particular in the field of humanities; thus, the laws, stages and categories characteristic of Western states were often automatically transferred to other parts of the world, including the East. Local conditions, traditions, specific historical time and other most important factors were not considered. As a result, this led to the fact that the contribution of non-European civilizations to the history of mankind was diminished and many myths and legends arose in the study of eastern societies. Nomadic empires were no exception (Smirnova & Nabokina: 2019). For example, F. Hegel, I. Kant, A. Toynbee had a completely negative attitude to nomadic empires; their point of view was supported by all European countries (Chaliand: 2017). Nowadays, most scientists hold the opposite point of view and study the problems of the political development of nomads and their empires; these issues are discussed in the works by Kradin (2015), Skrynnikova (Kradin & Skrynnikova: 2006), Chibilev and Bogdanov (2009) and others. The researchers confirm that the nomads contributed to the development of world civilization. The study of the Mongol Empire is a popular research line and includes a variety of aspects ranging from the analysis of the psychology and behaviour of the Mongols to the analysis of their cultural heritage. For example, Shultz and Costopoulos (2019) based on computer modelling have shown a correlation between the creation of a nomadic empire and positive environmental conditions; they argue that the internal dynamics of nomadic societies causes a high degree of inequality and hierarchical structure of society.

Rogers (2019) describes the Mongol Empire as an example of strong statehood, which managed to unite various Eurosian peoples. The need for effective interaction with more organized settled neighbours is also one of the reasons for the formation of nomadic empires (Kradin: 2019; Malysheva: 2014, 2018). The concept of "empire" is the most important concept in the present study, which requires a lot of attention. The main features of the empire should be determined in order to show the peculiarities of its formation.

According to Sh. Eisenstadt, an "empire" is a large and relatively highly centralized territory, where the centre, embodied both in the person of the emperor and in the central political institutions, forms an autonomous unit (Eisenstadt: 1968). Basic conditions for the formation of imperial systems include: 1) the availability of universal components (for example, cultural) in the imperial state system; 2) a stable tendency towards territorial expansion; 3) the limited assimilation of the territories newly included in the state; the preservation of their ethnocultural characteristics (Gevorgyan et al.: 2016; Pokotilova et al.: 2019; Raeff: 2019).

According to M. Beissinger, an empire is a form of organization of the largest state. There is a fundamental difference between an empire and a nation-state which involves the empire's multinational composition or the presence of an ideological system of representations that reveal its supranational and universal essence (Beissinger: 2005). A. Rieber believes that an empire is a state system in which one ethnic group establishes and maintains control over other ethnic groups within a certain territory (Riber: 2004).

Motyl (2018) highlights the presence of a certain empire and periphery core as a condition for the formation and functioning of the empire. The author's assessment of the relationship between these elements is of interest: dictatorial relations between the core and the periphery can turn an ethno-territorial federation into an empire, and vice versa, the decline of such relations can turn an empire into an ethno-territorial federation.

Thus, there are obvious differences in the definitions of empire; nevertheless, despite completely different interpretations, the following most important features can be singled out:

1) The conquest of foreign territories;
2) The regime;
3) Asymmetric domination and subordination relationship between the centre and the periphery;

4) The presence of an ideology of power;
5) The unification of nationalities of different ethnic and cultural characteristics.

Currently, there is a reassessment of the world systems, the place and the role of nation-states previously included in various empires, as well as their importance in the development of the world civilization as a whole. This emphasizes the relevance of the present research. We believe that it is necessary to reconsider the role of the Mongol Empire in the history of mankind and make a departure from the long-prevailing biased methodology. There are still many long-standing and well-established stereotypes on this issue. Currently available studies on nomadic civilization allow us to reemphasize the problem. Therefore, the purpose of the present research is to study the specifics of the organizational structures of the Mongol Empire, the features of its formation and functioning. Thus, the following tasks have been set:

- To analyze the most important mechanisms for the formation of this policy;
- To consider the Mongol empire from the perspective of the most important empire features;
- To identify the features of the empire.

METHODS

The methodological basis of the study is primarily the dialectical understanding of the historical nomadic society development. We rely on the historicism principle, which does not allow the modernization of historical processes and events but considers them in a real and specific period of time in conjunction with the outside world. The study is also based on the principle of objectivity, which directs the researcher to a comprehensive and adequate analysis and assessment of historical events in each specific period of time. The typological method makes it possible to present the results of comparative studies as the models of political and social systems that were common among the nomads of Central Eurasia. Special historical research methods have also been used, namely, problem-chronological method, system analysis, comparative-historical method, etc.

RESULTS AND DISCUSSION

As a result of our research, we concluded that the Mongol empire undoubtedly had the basic characteristics of an empire along with its own features. The following specific features can be distinguished:

1) Reliance on the experience of already-existing nomadic empires
2) The military administrative system as the basis of the Mongol state;
3) A special form of economic relations;
4) The use of governance experience of settled peoples;
5) Top-down approach to building power based on the trust in the ruler - the "father of the empire";
6) Weak autonomy of the political centre; the availability of the political centre in each territorial segment;
7) The availability of various political and cultural segments;
8) Governorship independent of religious and ethical affiliation;
9) Internal reason for the collapse of the empire;
10) Contribution to the formation of a trade corridor;
11) A huge impact on subsequent events in subservient territories.

Thus, the administration and governance system of the Mongol Empire was a unique synthesis of features of various regimes. Let us consider them in more detail.

The conquest of foreign territories

Since ancient times, the territory of Central Asia was inhabited by different people having their own language and culture; it was the habitat of many nomadic civilizations. Central Asia also consists of desert-steppe landscapes, and the Karakum and Kyzylkum deserts, which are adjacent to fertile oases irrigated by the Amu Darya and Syr Darya rivers and their tributaries. In this diverse natural and climatic conditions characterized by significant contrasts of natural zones and temperatures, cultures of different appearance and ways of ménage and exploitation of resources have occurred (Syzdykova et al.: 2020).

Even before Genghis Khan came to power, the territory of modern Mongolia was inhabited by the Mongol tribes.

The Mongol Empire was formed in 1206. Genghis Khan, who united the diverse steppe tribes of Central Eurasia and created the world-famous Mongol empire, is generally considered as the central figure that played a key role in the formation of the Mongol Empire. His success was determined by a clearly defined internal structure of the state and the military-administrative system, which played a crucial role in the implementation of aggressive campaigns. For example, in the winter of 1207-1208, the Mongols subjugated the tribes of the south of Siberia, the Tangut state of the Xi Xia. The Uyghurs, who lived in the territory of modern Xinjiang, were also subjugated; Genghis Khan borrowed writing from them, which subsequently greatly contributed to the solution of the most important state tasks. After the conquest of China (the state of Zhongdu (Beijing)), Genghis Khan adopted all the advanced military and technical achievements of that time, in particular, the equipment for the siege of city walls and fortresses, which facilitated the further movement of the Mongol troops.

By 1224, Genghis Khan managed to conquer almost the whole region between the Amu Darya and the Syr Darya, Khwarazm, Khorasan, Afghanistan and Northern India, Northern Iran, the Caucasus, and then the south of Russia, East Desht-i Kipchak. These conquests opened the path to Eastern Europe and Central Asia. The Mongols also invaded Eastern Europe. Thus, in 1260, due to large-scale successful military campaigns, a powerful empire, which was the largest state in the world and stretched from the Yellow Sea in the east to the Danube and the Euphrates in the west, was formed.

As the empire expanded, there were various borrowings from settled peoples, including new forms of governing. The Yam system creation was an important point of the administration and governance system. It should be noted that large cattle farms needed a huge pasture territory; therefore, the nomadic society elite sought to acquire new pastures, which inevitably led to conquests. Along with the conquest of new territories, the war brought wealth, that is, military booty that was also part of production activity. For the elite, military booty was a means of weakening social contradictions, and therefore, only an aggressive policy could ensure the elite loyalty to the khan, keep them from arguments, and preserve the empire.

The system of state power

As it has already been noted, the Mongol state was based on the military administrative system. In order to avoid internal wars, it was necessary to disperse the descendants of Genghis Khan across several political and geographical zones (Mongolia, China, Central Asia, Persia, and Eastern Europe) and to increase the income of the Chingissids by introducing regular taxes. The direct descendants of Genghis Khan (the Golden clan) had the right to reign. Geographically, the empire consisted of two parts: eastern and western. They were separated along the border of the Chagatai and Ugadei uluses, which divided the empire into two halves.

The empire consisted of uluses, named after the direct descendants of Genghis Khan, who were given control over to the occupied territories. Uluses also grew along with the expansion of the Mongol empire. It is an interesting fact that uluses were divided into parts based on the established local traditions: for example, there were provinces in China and Persia, and the Russian lands, the Caucasus, and Eastern Mongolia were split into principalities. These territorial units were divided into districts led by cities, which, in turn, were

subdivided into smaller territorial entities - community districts. The ulus administrative apparatus is almost a reflection of the imperial administration, that is, each ruler had a vizier, bureaucratic and fiscal apparatus, etc.

To effectively rule and further strengthen and develop the Mongol Empire, it was necessary to introduce and adopt common laws and regulations applicable across the whole territory. To achieve the goal set, first of all, the Mongols should have considered the available customary law in order to newly codify and change it with due regard to the new conditions (BUBNOVA et al.: 2019). This could have helped them solve an urgent and difficult task.

The code of laws and regulations sanctioned by Genghis Khan is historically known as "Great Yassa." The Mongol Empire law was mainly focused on national issues and resolved disputes between the representatives of various cultural traditions. The Mongol code of laws was meant to be a new form of imperial legislation; it included international, state administrative (principles of supreme power and the role of democracy, civil service charter and management principles, military charter, hunting charter, tax charter), criminal, private (family and inheritance), commercial and judicial laws, as well as regulations containing special domestic norms and steppe customs (Vernadskiy: 2005)

The responsibilities of administrative and military governors were clearly defined in 1230: administrative governors were subordinate only to the imperial or ulus secretariat; the military - to their superior leadership. The judiciary was also independent. In general, the Mongol Empire in the middle of the 13th century was a rather advanced form of early statehood, which can be conditionally referred to as a nomadic super empire (Tashtemkhanova et al.: 2019).

Justification of the supreme power in an ideological sense

The idea that Genghis Khan had the Mandate of Heaven to rule an earthly empire without borders became an official ideology. According to the legend, Genghis Khan’s dynasty came from the youngest son of Alan Gua (who conceived from a ray that penetrated the yurt through a smoke hole) and Bodonchar and was marked with a seal of divine origin. An important role in the institutionalization of the power of nomadic rulers was played by their functions of sacred intermediaries between a Socium and Heaven, which ensured the favour of otherworldly forces. According to the nomadic religious beliefs, the khan personified the centre of society and could provide society with prosperity by virtue of his divine abilities, that is, there was a belief in the magical power of the sacred ruler. Ideological justification of the supreme power was associated with a specific political practice, which is evidenced by the data on the need for a central authority. Mongol leaders regarded the empire as an instrument of God for establishing order on the earth.

The concept of power was confirmed in the ancient Mongol tradition: the supreme power was concentrated in the person of the khan and was hereditary. The khan's authority was absolute; he took on the role of the commander-in-chief and the judge. He was the only source of imperial power; most imperial resources (military booty, tributes, taxes, duties), imperial territories and possessions of the Golden Family were managed by the khan. All subjects of the khan were obliged to serve and obey him implicitly.

The power was based on the top-down approach through the trust in the ruler - the “father of the empire”, which was the main way of legitimation. Social contradictions were removed by conquering new territories and pushing out opposing social forces to the newly included areas.

The Mongols subjugated nomadic tribes in a harsh manner (forced resettlement, liquidation of the elite of other nomadic associations, tribe administrators), which ensured the unquestioning loyalty of the nomads to the great khan. The power of the “Golden clan” was directly expressed by the Great Kurultai - a meeting of princes and the elite. The Kurultai was mainly convened in order to elect a new khan of the Mongol Empire, as well as to make highly important decisions, which included the issues related to the reorganization of the administrative division of the empire, the adoption of new tax legislation, sending of troops, etc.

The army and the greatest military power of the ruler became the main institution for the integration of nomads. Supratribal power was maintained as membership in the "imperial confederation" ensured political independence of the tribes from neighbours, and, on the other hand, the ruler of the nomadic empire was able

to guarantee certain internal autonomy of the tribes. Apparently, the organization of political power in the Mongol empire was of a class and strictly hierarchical nature. There was also a mechanism connecting the "government" of the Steppe Empire and tribal leaders called "Zhongshu Sheng"; it was the great imperial secretariat (the prototype of the government) which promoted the development of the civil bureaucracy in the empire.

Thus, the new legal system created by Genghis Khan met the needs and requirements of all segments of the new Mongol society; amendments were made based on current realities. At the beginning of the 13th century, the Mongol state created a system of power that encouraged nomadism and invasive war, which allowed the formation of an empire.

Institutes of a prestigious economy

It is a sustainable economy that contributes to the recognition of rulers. By lavishing comrades-in-arms and tribal leaders with various types of gifts, the ruler of a nomadic empire, first of all, sought to strengthen his prestige and expand political influence; he also expected those who received gifts to give him something in return later. On the one hand, of course, having received gifts, the leaders of the tribes satisfied their personal interests, and on the other, gift-giving ceremonies increased their status within the tribe.

As a result, a symbolic exchange of gifts at the horizontal (between peers) and vertical (between the lord and vassals) level allowed the transformation of material resources into psychological dependence and prestige, which, in turn, made it possible to receive new resources and further increase prestige by giving them away.

Thus, social status was increased through the prestigious economy mechanism. It should be noted that in Western Europe, the medieval society was also built on the prestigious economy relations. For example, in the ballads about King Arthur and his knights, generosity is extolled as one of his main traits. The economic factor was one of the main factors that led to the revival of the cities of Northern China, Central Asia, Russia, Transcaucasia and Iran, which were destroyed by the army.

The tax law equalized all residents of the empire regardless of nationality, religion, and social status - all of them had to pay taxes. The main types of taxes were a land tax, per capita property tax, tamga trade tax, tagar, the collection of grain and cattle to support the troops. It is an interesting fact that there were no established tax standards, and in each region, the taxes collected depended on a combination of many different factors specific to a particular territory. For example, in case of military or natural disasters, the region was exempted from taxes for the period of time it needed for restoration. The funds came from the imperial and ulus treasury. The clearly differentiated nature of tax collection can be traced in the following example. Thus, the inhabitants of Mongolia and the restored regions of Central Asia had to pay a capitation tax while the North Chinese provinces and other lands ravaged by the army paid a smaller household tax. Capitation tax was paid only by men; the elderly and young persons were exempted from it. Land tax was determined by the yield, quality and quantity of land. It was supposed to be paid by landowners. The taxes paid by tenants were determined by the number of cattle and agricultural implements (Buell: 2016).

The funds received were spent, first of all, to support the army, state apparatus, and the courtyard. Great attention was paid to the implementation of projects that were of major economic importance, for example, construction of tracts and caravanserais, restoration of the regions affected by military operations or natural disasters. A certain amount of money was spent on various social needs, such as the creation of grain stocks in the steppe regions; the impoverished population segments received assistance: livestock, seeds and agricultural equipment were allocated for them. There was expenditure on education and culture, the maintenance and construction of schools, academies, madrasas and temples of various faiths.

It should be noted that there were payments of pensions to soldiers, as well as allowances for the families of the fallen. It was believed that this was favoured by otherworldly forces. Obviously, the Mongol Empire had a well-developed economic system

The unification of many nations and nationalities that had different ethnic and cultural characteristics

Multinational is one of the features of an empire; thus, this aspect should be considered in the Mongol empire. It is a common fact that Before Christ there were two powerful ethnoses on the territory of Central Asia - the Scythians and the Huns. Previously, the Mongol tribes were part of various Turkic empires (Kok Turks, Uighurs, Khitans). In the Mongol Empire, since the days of Genghis Khan, the leading positions were occupied by non-Mongols loyal to the Great Khan. This proves that the general imperial culture was formed as a result of the creative activity of almost all peoples.

The experience of China was actively introduced into the governance practice by the advisers of the Great Imperial Secretariat. There were several dozens of calligraphers and translators who translated all the decrees into the languages of the regions they were sent to.

The calligraphers and translators came from various parts of the empire. The people who sought to get into the government apparatus were selected based on special exams. In the apparatus of the Great Mongol Empire, there were representatives of Central and Western Asia, Iranians, Tajiks, Uighurs, Chinese and other peoples. The great khans unified regions of different economic specializations, which ultimately ensured multilateral trade relations on the Eurasian continent. Thus, despite its enormous scale, the Mongol Empire created by Genghis Khan managed to build a new organizational structure that met the needs and requirements of all segments of the new Mongol society.

Cribb and Narangoa (2016) consider the Mongol Empire as a successful attempt to institutionalize the steppe civilization in the global space. According to Findlay and Lundahl (2017), the Mongol empire was “too small” in terms of military power, but “too big” in terms of the ability to control it. We believe that the Mongol empire had a strong military and control potential; it also had a significant impact on both the internal development and the development of neighboring territories. For example, geographical conditions of the region and its historical specialization promoted the development of the domestic market, the growth of commodity exchange, and the rise in handicraft production. An important fact is that from the perspective of neighbors such nomadic societies were treated as independent entities of international political relations. Nomads and farmers exchanged products and thus maintained the economic balance. Before the empire, this process was extremely complicated. First of all, this was associated with a big number of various small state formations, which implied the existence of borders, customs points, high duties, etc. The wars between the states of the region and a large number of robbers seeking fortune on caravan roads were a constant obstacle. The emergence of the Mongol Empire contributed to road safety and the development of caravan trade between different uluses; the borders were eliminated. International trade became a network of land and sea routes.

CONCLUSION

Having analyzed the Mongol empire by various factors, we have determined that the military administrative system was a certain basis for the Mongol empire formation. The following features of the empire can be distinguished: the use of the experience of other nomadic empires, settled and conquered peoples; a special form of economic relations (prestigious economy); a top-down approach to power based on the trust in the ruler - the “father of the empire”; a solid ideology accepted by all the people of the empire. As a result, the administration and governance system of the Mongol empire was a unique synthesis of features of various regimes.

It should be highlighted that a more in-depth and comprehensive analysis of the empire requires further investigation of the problems related, first of all, to imperial ideology and the historical documentation of imperial achievements, as well as the justification of imperial consciousness, which would undoubtedly

contribute to revealing the specific features of not only the Mongol Empire, but the whole nomadic civilization. The importance and role of the Mongol Empire in world history have not yet been properly analyzed. China's announcement of the mega project "One Belt, One Road" has made the problem of restoring the Great Silk Road more relevant than ever.

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Law Community of “Tatar-Sunda”: Preservation of Forests and Climate Change

Comunidad jurídica de "Tatar-Sunda": preservación de bosques y cambio climático

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RESUMEN

Este artículo describe la sabiduría de la comunidad consuetudinaria de Tatar Sunda para preservar las funciones de los bosques que pueden contribuir a los esfuerzos de mitigación del cambio climático que se producen. Este artículo es el resultado de un estudio que utiliza un método de enfoque jurídico sociológico. Se realizan estudios de campo para obtener datos primarios a través de técnicas de entrevista y observación. Los resultados de este estudio explican que a través del establecimiento de áreas de manejo y protección forestal, puede prevenirse la destrucción del bosque, mantener el equilibrio y la armonía del ambiente circundante frenando la ocurrencia del cambio climático.

Palabras clave: Balance de vida, cambio climático, destrucción de bosques, funciones de los bosques, sociedad de derecho indígena.

ABSTRACT

This article outlines the wisdom of the Tatar Sunda customary community in preserving the functions of forests that can contribute to climate change mitigation efforts. This paper is the result of a study that uses a sociological juridical approach method. Field studies are conducted to obtain primary data through interview and observation techniques. The results of this study explain that through the establishment of forest protection and management areas, it can be prevented forest destruction, maintain the balance and harmony of the surrounding environment slowing down the occurrence of climate change.

Keywords: Balance of life, climate change, forest destruction, functions of forests, indigenous law society.

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INTRODUCTION

When environmental problems occur naturally from a natural process that does not cause a significant impact on the living environment system itself. Environment could recover himself and find a new balance so that it can naturally be restored to normal. But now, as the growth of population increase human needs, have an impact on the environment. Various problems arise as a result of human activities that are not environmentally (Adelman: 2015; Law et al.: 2018; Hălbac-Cotoară-Zamfir et al.: 2019).

Environmental issues continue to occur with an area of distribution that is not only local and regional but has to be global. The impacts that occurred on the environment is not just related to one or two terms, but the latch-hooks to suit the nature of the environment that has a multi-chain relationships subsystems influence each other (Mcdowell & Allen: 2015; Ahmad & Ahmad, 2018). If one aspect of the environment affected by the problem, then the various other aspects will experience the impact or effect anyway (Kremen et al.: 2000; Lambin et al.: 2018).

One of the global environment problems is the issue of climate change. Climate change, cannot be separated from global warming. Global warming is the increase in the intensity of the events of the Greenhouse Effect (ERK) (Duarte et al.: 2013). The greenhouse effect occurs because of the gas in the atmosphere that absorbs the heat rays, that infrared rays, emitted by the earth. The gas is called the Greenhouse Gas (GHG) emissions. With the absorption of heat rays being caught to take the temperature of Earth's surface. Increased surface temperatures have caused climate change (Tehan et al.: 2017; Searchinger et al.: 2018).

Climate change could not be separated from the declining forest functions as a result of human activities, whereas the existence of the forest is important to prevent climate change. Forest destruction could disrupt the cosmic balance of our life itself (Ahmad & Sahar, 2019; Gardner et al.: 2019).

The forest in Indonesia cannot be separated from the existence of indigenous people's lives and in the vicinity of the forest (Nyong et al.: 2007; Malmsheimer et al.: 2008). For indigenous and tribal peoples, where the forest is very important for his existence and survival and life. Forests for indigenous and tribal peoples are their identity. In their interaction with the environment, indigenous and tribal peoples have developed our values and habits to survive and preserve their forests (Ahmad & Ahmad, 2019; Thompson et al.: 2009). But now the forest and its function over time degraded by human activities that are not environmentally sustainable. Activities that do not environmentally friendly, so that the existence of the forest this time of the day is shrinking which gives a considerable impact on the existence of indigenous peoples (Alisjahbana & Busch: 2017; Scarano: 2017; Gabay & Alam: 2017).

In this condition, the necessary change in attitude and human behavior when interacting with the forest for the existence and function of forest remain stable to support human life and other living creatures.

METHODS

This paper uses a normative juridical approach so that the data used is secondary data related to the wisdom of indigenous and tribal peoples of Sunda, the concept of forest conservation and mitigation to climate change. Analytical description used to describe in detail the wisdom of indigenous and tribal peoples in the conservation of Sunda forests to combat climate change. Data were collected by the study of literature by searching, digging, gathering and analyzing data required. To strengthen the secondary data obtained then performed data collection through interviews conducted as directed using an interview guide has been prepared as a referral.

RESULTS

Management and conservation sustainable forest function

Forests according to Article 1 (2) of Law No. 41 of 1999 on Forestry is "A unitary form of landscape ecosystems of biodiversity that is dominated by trees in their natural environment, with the other one cannot be separated". Forest conservation purpose is to preserve the remaining forests, as well as maintaining the quality, value, and usefulness of the results. In the context of climate change, the functions of forests are very important. The forest has a function for storing content and absorb carbon dioxide in large enough quantities in addition to other functions, namely as the lungs of the world, a store of water resources, prevent flooding, prevent landslides, etc. , If forests are located in an area that has decreased drastically function, it will harm human life and other living creatures. Therefore, the need for forest conservation efforts for utilization and use of forests in a sustainable and environmentally friendly manner (Streck & Gay: 2017; Vierros: 2017; Scheidel & Work: 2018).

Efforts to sustainable forest conservation cannot be separated from the concept of sustainable development. Sustainable development indicates that one generation cannot use up the resources so that there is nothing left for the next generation. Sustainable development contains the moral responsibility of the next generation to do and enjoy the development result (Nascimbene & Spitale: 2017; Bhan et al.: 2017).

In forestry, the State has full sovereignty to manage forest resources sustainably to meet basic human needs through the national policy of sustainable forest management, to sustain the development of social, economic and ecological interests. Policies and strategies in forest management must consider the survival of forest ecosystems and forest resources and to consider factors outside the forest sector (Jodoin: 2017). Therefore, forestry management needs to pay attention to the principles of forest management and the principle of sustainable, principles of democracy and justice, the principle of solidarity, the principles of openness, and principles of integrity. These principles are what make the basis for sustainable forest management efforts to prevent climate change and its impact on humans and other living creatures.

Preservation of forest function based wisdom of indigenous peoples law Tatar Sunda to reduce climate change

The existence of indigenous and tribal peoples cannot be separated from the presence of large forests because indigenous people in Indonesia live side by side with the forest. For indigenous and tribal peoples, forests are not only used as a place to meet the needs of their lives but the forest is an identity and a part of the lives of indigenous and tribal peoples in which indigenous and tribal peoples perceive themselves part of the forest environment (Brugnach et al.: 2017). Through the forest, indigenous and tribal peoples do activities harvesting and forest management to meet the needs of his or her daily life.

In the conservation of forests and forest management, indigenous and tribal peoples always based on local knowledge which constitutes the values prevailing in a society customary law. Those values are believed to be the truth and referred to the activities and behavior of indigenous peoples. Local wisdom therein contains elements of creativity and intelligence of local knowledge of the community. In the context of forest conservation, the local knowledge of indigenous communities to function as a piece of advice, social, ethical and moral. In this case, indigenous communities customary law contains three important elements, namely religious, norms and knowledge.

Concerning forests, indigenous and tribal peoples have the belief that every element of the environment have magical powers, and nature is the subject of law that can communicate through reading the signs or symbols of nature, clad in local knowledge. Customary law community generally believes that forests have guards or "penunggunya", so that the forest is considered as a sacred place that should be preserved and maintained.

DISCUSSION

In the preservation of forest functions as an effort of prevention and reduction of climate change, indigenous and tribal peoples have the wisdom of its own in the preservation of forests. They have certain forestry communal area and has the traditional institutions that can protect, manage, exploit and preserve their communal territory. For indigenous and tribal peoples to protect, manage, exploit and preserve their communal forests in the region is a tradition inherited that must be maintained.

In the context of the preservation of forest functions as an effort to mitigate climate change, indigenous people in Tatar Sunda always refer to the values of local wisdom, which is to divide the forest area in the three functions, namely leuweung deposit, leuweung cover, and leweung claim. Based on the division of the region, indigenous and tribal peoples Tatar Sunda, have known the area division function based on conservation, protection, and production. The division of the region is believed to maintain a balance so that the forest ecosystem carbon sequestration can be run with the maximum and make permanent forests can provide its functions to meet the needs of humans and other living beings and to prevent climate change worse, Furthermore, through the nature of magic-religious-cosmic, indigenous and tribal peoples believe that human beings are part of the natural surroundings cannot be separated from each other. Sundanese society has a philosophy, that man and nature is a united entity. Man is a part of the sub-system of nature "Seller must admit that" to have a very strong sense and inner as well as physical bond. Then, in the indigenous communities of indigenous Tatar Sunda contained "penyakralan" form on forests and the phrase word "taboos," the human relationship with the forest. Penyakralan and expression of the word "taboos" performed by indigenous and tribal peoples of Sunda an attempt to maintain the forest as a protected function so that the existence of the forest is maintained. The violations committed by the community, there is a form of traditional sanctions to be received by offenders to restore the damage occurring forest that forest as a carbon sink function can be maintained and sustainable. Through a pattern of environmental functions such as customary communities to conserve forests sustainably by relying on the values of wisdom once a major role in reducing the impact of climate change.

CONCLUSION

1. The customary law community in its relationship with the forest has religious-magic properties were indigenous and tribal peoples in forest view as sacred as protection functions.
2. The existence of indigenous and tribal peoples are believed to be needed in the preservation of the function of forests to reduce climate change because it is in relation to forests, indigenous and tribal peoples always based on the values of local wisdom so that the balance of the ecosystem is maintained and able to cope with climate change.
3. Pattern preservation of forest functions performed by indigenous and tribal peoples Tatar Sunda by dividing the area of forest management in the three functions of forests are leuweung deposit, leuweung cover and leuweung claim has been proven to prevent and slow down climate change is happening, but can prevent forest destruction, balancing and the harmony of the surrounding environment.

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Social and Economic Challenge on Street Vending and Prostitution of Women

Desafío social y económico en la venta ambulante y prostitución de las mujeres

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RESUMEN

Este estudio explica la condición de la venta ambulante de mujeres como un negocio que es capaz de mejorar y fortalecer el estatus económico de las mujeres en una familia, pero por otro lado, como una forma de promover la prostitución. El enfoque utilizado en este estudio es el enfoque etnográfico que busca comprender la ética de los sujetos de investigación. Finalmente, se puede entender que las prostitutas no tienen los valores de "siri" (vergüenza) en su vida. Que es una cultura institucionalizada en la sociedad de Buginese y Makassarese.

Palabras clave: Administración de empresas, mujeres como empresarios, prostitución, venta ambulante, warung remang.

ABSTRACT

This study explains the condition of women street vending as a business that is capable of enhancing and strengthening the economic status of women in a family, but on the other hand, as a way that promotes prostitution. The approach used in this study is the ethnographic approach that seeks to understand the emic and the ethics of the research subjects. Finally, it can be understood that the prostitutes do not have the "Siri" (shame) values in their life, which is an institutionalized culture in society of Buginese and Makassarese.

Keywords: Business administration, prostitution, street vending, warung remang, women as business-people.

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INTRODUCTION

The research on gender and women has been covered in social studies for decades such as Sajogyo, Oey, Cander, Annamarawati, and all other researchers; the scholars substantially concluded the urgency of the role of women and the danger of violence in the lives of domestic life and women in public (Ismail: 2008). As well as in studies of culture - about the local culture that avoids violence against women, which has been carried by Idris and Ismail (2006), Ismail (2007) and Ismail (2009), is a study that shows how the local community with a pattern of behaviour, rewards " place "for women. The statement of those cases justifies the urgency of the woman's position in society. It is also showing that a woman is a “Producer” not merely a “consumer” of the development, and it is understandable by the "developers ’community (Benoit et al.: 2019; Sarker et al.: 2019).

For confirmation, the ideology of women's secondary work, which justifies that the participation of women in the workforce, to fulfil only secondary needs, is an unacceptable thesis. Suratiyah (2003) in some of her writings, it has provided a "firm understanding" that the participation of women in the workforce is a "demand/work calls," not an ideology. The indications of those cases are also proclaimed in several research conducted by Ismail (2000), Ismail (2001), and Idris and Ismail (2006), which shows that women are helpless creatures, their participation in the workforce is not just secondary living needs, but it is the primary living needs. Even some of the family's economic mobility is determined by the participation of women in the workforce (Abiodun et al.: 2017; Coy et al.: 2019; Foley: 2019).

Besides the urgency of women's involvement in a variety of development activities, some of the woman roles outside the domestic area (public), brings social problems. One of them is the women's role as a street vendor in warung remang (‘dimly lit shack shops’) in Barru, South Sulawesi. Based on the observation, it is indicated that several women in warung remang are engaged in the prostitution business (Ahmad & Ahmad, 2018; Rugoho: 2019). The activity of women in warung remang is a phenomenon that contains two urgent problems, which led to anomie - a social imbalance. On the one hand, it has become the general ideology that the involvement of women in public-is part of self-empowerment, out of the economic problems, and is the cause, that "marginalized" women are capable of overcoming their problem (Ahmad & Ahmad, 2019; Ismail: 2008). But at the same time, the public role of women in warung remang, which is doing the prostitution business, becomes anomie. It constructs a disorganization-social imbalance of values and norms in Bugis Makassar society. This social disorganization needs an urgent constructive solution, which "does not break the role of women as street vendors and support the women empowerment (Armstrong: 2016; Mitchell et al.: 2017; Swedberg: 2018).

The study on women street vendors and prostitutes in warung remang is a study that has an urgency in understanding the invention of the symptoms of the escalation of prostitution, through warung remang in Barru. This study also provides "an overview and explanation of" how "anomie" of women in doing trading business. But at the same time, it leads the disorganization by covered prostitution. In this case, this research's urgency is also expected to reveal the significance of economic and prostitution. As cited by La Pona (1998), Kinsley states that the factors causing the rise of prostitution are economics. In Jones, it is called by factors of supply and demand. Offer is associated with poverty among women and society. In addition, the market is related to the ability of men to buy sexual services. It shows that prostitution is regarded as a rational response to the modification of poverty among people or as a survival strategy. It could be the reason for the women street vendors along the way in Barru. It shows the urgency of research will explore the economic aspects, and deeply explore the eclectic --- their "moral culture," which is not created in a community setting (Ellison and Weitzer: 2017; Shaver: 2019). In another case, the urgency of this research is also searching, causes, and reasons for the widespread of prostitution through the warung remang. Based on the observation in kompas.com, shows that along the way in the District of Mallusetasi, Balusu, and Tanete Riaja, noted the number of shop and cafes that indicated the prostitution practice (Dewey et al.: 2016). Only with a service fee around Rp. 70,000-Rp 100,000, the widespread of prostitution, poses a rhetorical question, how far moral

culture can be a protective shield to avoid disorganization (anomie) women do street vendor? It is essential to understand again a view of Meada, which states the need to study the social action, using the technique of introspection, to know the background of social activities from the view of actors, including prostitution in warung remang (Ahmad & Sahar. 2019; Coşkun: 2018).

Based on the explanation above, the research questions on this study focused on a subject profile (background, education, and adaptability) and trade pattern of women street vendors/warung remang, prostitution as a trading business and instrument/justification of illegal prostitution, and internalization/perception of women street vendors in warung remang about the values of Bugis Makassar “Siri” (ashamed) culture. This research question separates the explanation of women street vendors’ role in increasing the empowerment of the family economy. Still, at the same time, the deconstruction of anomie prostitution in warung remang can be prevented, which finally makes the real women street vendors, which can be empowered economically, fulfil their living needs in the middle of tight economic competition. How does the "significance" of this research, it needs close examination.

METHODS

Street vending and prostitution

Dimly lit store-street vending

Based on the morphology of the two words, warung (Shop) and remang, warung is like a store that sells groceries, remang (dimly lit), not dark, and with no light or between light and darkness. In this research, warung remang is a place of transaction which is not well lighted and not dark. The definition raises the question of why the trade is held in a state that is not bright. Such treatment is undoubtedly contrary to the "economic law" and has the connotation that there is a deviation from sociology's behaviour in social interaction. In such a case, the condition of the dimly lit store (warung remang) is contrary to society's standard practice (Ekpootu: 2017; Benoit et al.: 2019). "Warung remang in Barru, tend to be inconsistent with the custom or character of the Barru people, the problem is Barru is very well known as a religious district."

Warung remang in Barru can be seen along the way of Trans- Barru. The centres of warung remang (dimly lit shops can be observed in Butung, Cempa, Kupa, and Peak. The warung remang sells a variety of things like drinking water, coca-cola, sprite, pastries, and assorted other things. Goods sold in the number of warung remang are relatively similar. "If we go on warung remang it seems they sell a variety of drinks, such as cola, sprite, pastries, mineral water. They sell at an affordable price.”

Warung remang open at around 10:00 am, although some female / other warung remang are still sleeping in the morning. At around noon, they began to prepare her dress to serve guests. The service to the guests is until 04.00 am, then automatically the break time only at around 04:00 to 10:00 am. This activity pattern is conducted almost every day, and each warung remang has the same design of activity. In Barru Regency, the existence of warung remang is understood in almost every village. The place characterized by houses that looked rundown/neglected, located in the corners or along the roads or under the stage house. In Barru, warung remang can be found in the area Butung, Cempa, Peak, and the Kupa, a location/area that seems strategic to the local shop owners as a strategy to establish a warung remang. Of course, the primary motivation for the benefit of warung remang is so promising: "Rent a house-shop occupied by the seller of warung remang is around Rp 500,000 (five hundred thousand rupiahs) / month." "Since childhood, my parents have done a similar business; sometimes, the truck drivers knock on the door at midnight and ask for a drink."

If we observe along the road of Barru in the evening, it shows how busy of warung remang is. Sparkling and flashing lights decorate along the way. Although the warung remang is an individual business, it seems the characteristics and motives are like each other. They all the same sell coffee, and most of them deviate from being covered prostitute service. Warung remang is identical as a covered prostitute. They seem to sell a variety of beverages, including coffee but have a female dim. In Barru, there are several points of warung

remang, namely Warung Remang Butung, Sentra Warung Cempa, Sentra Warung Remang Puncak dan Warung Kupa.

Centers of dimly lit shops

Butung area is a part of Lasipae village. Butung is a unique name. Butung is close to Mandalle. Butung is known as the boundary of Barru Regency and Pangkep Regency. The citizen is quite crowded at about 821 numbers of people. They earn money as a sailor (as seafront) and as street vendors. No one knows for sure why the area is called Butung. Butung definition in Buginese relates to a kind of food made from banana called Pallu butung. The information is taken from the interview by the author about why the area is called Butung. Speaking of the name of this village, the urgent problem raised in this area is widespread in warung remang. Warung remang in Butung - tend to be a semi-permanent building but looks chaotic. It seems that a person builds the warung remang with a low economic level. The existence of warung remang in Butung is not too distinct because it mostly includes the communities, although the operation and prostitution activity has similarities with other warung remang (Radacic: 2017; Gerassi et al.: 2019).

The image of covered prostitution dismisses the existence of Butung as a boundary area filled with the values and standards of an excellent economy. It makes the local government concerned with the condition in Butung through the following statement: "It was such a long time ago, Butung area known to have been prostitution with warung remang in this area," and in Butung area, Police Station are alert within 24 hours. They still observe the community activities around Butung.

The existence of a police station in Butung, from the researcher's view did not reduce prostitution. Based on the information, it is often doing raiding warung remang, but after the raid, the practice is still going on. Regarding this, prostitution in Butung seems impossible with a security or force-based approach, but it requires such a wise strategy to overcome them.

Cempa is the name of the area precisely after Barru's location. The condition of this area is slightly hilly; it seems a bit poor like a barren area. Cempa is a Buginese word that means "tamarind." It is a kind of fruit used as a food seasoning that tastes sour. Based on the observation, most of the citizens earn money as a farmer and for the immigrant as a trader. The economic conditions seem to reach pre-middle financial.

"I have been selling here for years. It is my parent’s home. I have income around Rp. 20,000 - Rp 30,000 / day. "

Based on the informant, Cempa is known as a shop-house. The warung remang seems very chaotic. The activity of warung remang takes place from afternoon until morning. The fame of this area is spoken about as follows: "Cempa is famous because of warung remang owned by Dg. Rowa who has a lot of girls. It was for a long time Cempa known by as warung remang. Even at one time, a man died over the abdomen of women (Mp, 35).

Not all Warung remang in Cempa stores "girl." Some show an attitude of "denied" if it relates that Cempa is the prostitution area. When the author visited the village officials, they clearly stated that the city of Cempa is now free from prostitution. Similarly, with the Chief of Cempa –he denied admitting the warung remang in Cempa and has naughty women. He said, Cempa is no longer as it was, he insisted that the officer's alertness made no more prostitution. But from the observation, what he says is not valid. The research showed that Cempa still cannot be separated from the practice of prostitution. Observing on the existence of prostitution in Cempa can be seen from the following transcript of an interview with one of the pimp:

Researcher: There is no karaoke bar here (Cempa), isn’t it? Pimps: There is no karaoke here, only girls; Researcher; Well ma'am, how much is the service? Pimps: one hundred thousand rupiah; Researcher: (pretend to bargain) How about forty thousand rupiah? Pimp: Where do you think you can find girls for forty thousand rupiah? (Observations).

Puncak area is one of the centers of warung remang in rural regions of Mallawa, Mallusetasi District. Quite different from other warung remang, Puncak is isolated from the communities crowded. Based on the

information, warung remang is located in the Peak and was built by the owner of the land of the local people. However, in the subsequent development, the shop seems owned by the manager of the shop.

"Stalls are located in the Peak built by landowners, and among the stalls were built existing belonging to the manager of the stalls."

The location of warung remang in Puncak called Puncak (Peak) is the area close to the top of the mountains. The situation tends to be ignored. Puncak is just below the foot of the hill in front of the sea of Makassar. Observations showed: "Shop is located at the summit is only about 18 shops; the inhabitants were women. Some of them have small children. "(Observations)

It has become a common understanding; warung remang in Puncak is the location of the prostitutes who live there for decades. This location is challenging to touch and ignored by security officers. Information obtained that although prostitution is anomie in communities around the Puncak or Mallusetasi in general, at least in recent years, people around are beautiful with the condition. This is because: (1) the public was not bothered and instead benefited because without their homes or rented by the managers of warung remang; The procurer is people around the Puncak, so they feel protected. It is as stated: "The tendency communities around Puncak tend to be silent (they seem to feel not by the practice of prostitution)". "The thing that makes Puncak never been raid because the pimp is a man around Puncak ".

Warung remang in the northern end of the District Mallusetasi is called the Kupa. The Kupa is one of the warung remang widespread. People who lived in this area work as merchants and as fishermen. The Geographical conditions of the area, which is in the seafront, make the people choose to be marine workers (fishermen). Although the citizen lives in harmony and respects all the values of Buginese, it is all been swept by the existence of warung remang. Warung remang is a part of the community dynamics.

Warung remang in the Kupa has become a routine activity over the years and has become a tradition. In the dynamics of society, warung remang in the Kupa is inevitable. It has been understood that the existence of prostitution is not the problem by the people around, they seem to anomie the prostitution practice by warung remang as if he did not need to bring the issues as a problem of society. This is due to several factors, whose case similar in Puncak: (1) houses for rent by managers of warung remang; (2) the pimp/pimp/companion is a local citizen; (3) administration officers have cooperation with the manager of the warung remang.

Managers and women of dim shops

Talking about warung remang in Barru, there are two significant subjects to be distinguished, the owners and the women of warung remang. Warung remang owners are people who create, administer, or manage the warung remang and also the security of warung remang. Women of warung remang are women who tend to be a waiter or participate as a manager for the sustainability of warung remang. The relationship between the manager and the women of warung remang seems rather challenging to be separated in a street vendors' business. They get to benefit from each other. "Between the owners of warung remang with women (prostitutes) of warung remang are different, the owner who owned the warung remang by renting the place, whereas women of warung remang are female prostitutes, both have mutual benefit". "The benefit gained by the warung remang owner is usually given to them. If there is Rp 100,000 income, then warung remang owner usually gets Rp 25,000 and it usually called room accommodation fee."

In the relation between the owner or manager of warung remang with the prostitutes of warung remang, the pimp has responsibilities: 1) rent or make warung remang; 2) the safety of the women of warung remang; 3) afford the needs of the women of warung remang; 4) finding the business related to women's warung remang. In other respects, the warung remang in demand to 1) serve guests well; 2) maintain or beautify themselves to attract guests or customers; 3) keep the service of warung remang by being polite and obedient to the guests.

Usually, the ones that afford the needs of the prostitutes are business owners. The rice and fish dependents.

One of the tasks of prostitutes is they must serve the guests with the best attitude. They should not be naughty (for instance the guest should open the shirt, should not be kicked and others while playing with the guests).

Those are the business contracts that become the obligation between the manager and the women of warung remang. It formed into an agreement that they both need to follow to win the hearts of the guests or customers. On occasion, it has become a tradition, and it was understood between women of warung remang by the tenant (pimp) of warung remang. Their agreement corridors are not harming each other. Although business contacts are not written, it has become a habit of the women of warung remang and the pimps to agree and understand each other to ensure a mutually beneficial relationship. In this case, it is as follows; "Between the manager/owner of the warung remang and the women of warung remang have a mutual benefit, but the women should be maintained because they can go away and compare the service between another manager of warung remang."

Life of Women at Dim Store

Referring to the amount of information from several informants, the life background of women in warung remang has not kind of variety. Some women of warung remang backgrounds show similarities in a life filled with life's problems both in family life and community life. It seems real; the women of warung remang are experiencing life problems both from the family and from the wider community. In the family, they usually ignored their family and relatives. In social life, they are marked as undignified women. An understanding of such a case, the personal profile of women in warung remang, as part of the unit of analysis in this study is needed to explore the background of life, education, economic level, and adaptation life. Family and society problem made the women isolated, for example: Women in warung remang Puncak who have children (the former wife of Ac is a woman who has been detention; I was an old woman and always work as prostitutes of the Makassarese who had not been accepted by their families.

Dum women in the Kupa, is a woman who was ignored by her family.

Information from informants has indicated that a few women of warung remang backgrounds family filled with psychological and social problems. Mental problem is the ignorance of the family, and the analysis (exclusion) form the society. In social issues such as; public acceptance or marking as the indignity, women is a kind of status as a problem maker in the community. Those are the similarity of the profile of the women of warung remang. In the sociological side can cause the anomie in the constellation of social life or family harmony.

"Women of warung remang are almost had problems with his family, somehow it had ever brought by the truck and then stayed in Puncak."
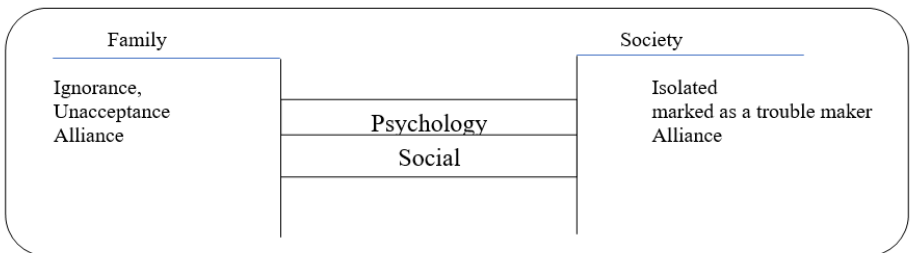
Figure 1. Similarity Profile of Background Life of Women of warung remang

The scheme above shows that the families of the women in warung remang tend to ignore them. The family had less attention, even non-existent. Their presence in the family is not expected. In this case, the alliance understood as a form of punishment against her. As a prostitute, their actions had been considered as a disgrace and broke the family's dignity. In society, the women of warung remang have excluded from people. They are not expected to hang out and mingle with them. It is a kind of fear that their behaviour can affect other community members. In this case, the isolation from the community as a form of social sanction, which makes them increasingly punished, and they are getting along to the world of prostitution.

Besides, the women of warung remang have similar backgrounds in education degrees. They are not able to read and write. They only have an average education level until primary school (elementary school). It gives them an effect and makes the problem such as they have less skill, lack understanding of religious values, and less appreciation of the values in society, which makes them deviate. "The women of warung remang are not educated; they did not finish school, and do not have the skills, even more just regular reading and writing."

A profile with such low levels of education tends to make them believe that they only have a job as a prostitute in warung remang. They seem phatic in the life of society. Inferiority and submission are the impacts of their low level of education. In this case, low education levels characterize the women of warung remang as a justification for the effects of the low level of education in society. The low level of knowledge of the women in warung remang becomes such a significant reason why the women choose to be a part of the prostitution world. The institutional factors can construct women of warung remang mindset understood to be human that have less dignity.

"The low level of education of the women in warung remang allows them to have a role in the world of prostitution, they do not have the skills, and it causes problems in society."
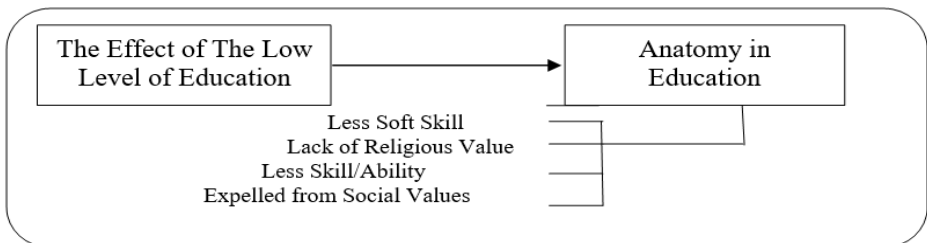
Figure 2. Impact low level of education woman of Warung Remang

Based on the scheme above, it is understood that access to a lack of education correlates to disharmony in the social impact. In this regard, what is happening to the women of warung remang in Barru, with low values of society, can affect the lack of soft skills (dignity, integrity, and self-worth), the lack of religious values (appreciation and experience of religious values), fewer skills (no preparation to enter the work field) and the construction of values in society. Those things construct women to engage in prostitution.

RESULTS

Discussion on business and prostitution

Women who engage in warung remang trading activities choose to be a prostitute is Buginese-Makassarese woman, which psychologically and sociologically has problematic. Psychologically, the woman is not accepted by their families and communities, and sociologically the women are less prepared to engage in the city, because of the low level of knowledge, do not have the skill, weak economy, and have less power. The conditions of warung remang make the women enable them to find solutions in having the existence both

socially and economically. The reality in the social means as a human being can live together with other societies, and financially the warung remang can make the women fulfil their need. However, they are ignored by their family. Based on the author's research, several factors driving women to participate in warung remang and prostitution are economic reasons, expelled by their husband, sex, and the need for public acceptance.

There are many reasons why the women of warung remang engage in the world of prostitution; they are; economic reasons, expelled by their husband, sex, and the need for public acceptance, among others.

Economic reasons fulfilments

The economic needs of women of warung remang as people, in general, are something quite urgent. Women of warung remang understand that only by working at warung remang they can afford their needs. The critical without skills and education make them fall as women in warung remang. In such a case, the need for food as a primary need and other secondary needs (entertainment, jewellery) are needs that are inevitable for women in warung remang. The necessity of rice and side dishes is needs, which may not be assured, warung remang for women to fulfil all of them, and other needs.

Information obtained that a woman in warung remang in fulfils their everyday needs could Rp. 70.000, - / day, then to achieve their primary needs in a month he must prepare ± Rp. 2.000.000 -. The fulfilment of this requirement does not include other needs such as clothing, jewellery and cosmetics. For women in warung remang, the dress, jewellery, and cosmetic tools are secondary needs. But those needs categorized as a matter of urgency daily needs. These needs cannot be delayed until the next day. From the description is quite understandable that the economic factor is a fundamental factor of principles that makes women into prostitution "business" in warung remang. The urgency of their financial needs without being supported by adequate skills and education leaves them with no choice but to immerse themselves in a warung remang business.

The main reason women have practice in prostitution is the necessities of life - which is economically driven. There is no longer questioned why she did prostitution; it was because of money and money that inspired them. What could they eat if they do not have money; they are selling it. In this case, the unfulfilled economic makes women do a variety of ways to afford their needs without any consideration of moral damages or the impact of anomie in society. Thus, identifying characteristics of women in warung remang that economically are financially weak. It quite understood positively that the correlation of why they choose to be women in warung remang.
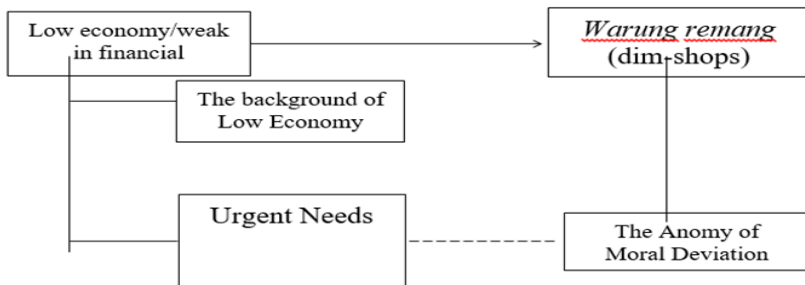
Figure 3. Profile Degrees of Low Economy

Based on the scheme, it shows the degree of economy of women in warung remang is very low and financially weak. It encourages them to do the business in warung remang. The degree of the small economy may cause by the family background. With such an urgent need, further, it makes their financial condition is getting worse. It can be understood that those conditions may lead to anomie in society, which is have an

imbalance in the social system. It is genuinely can lead the women of warung remang to go further to this business because of the economic and social reasons.

Trauma from loss of a spouse

One of the factors which made the women involved in warung remang business is getting stressed because left behind by their husbands. If they are left because of death husband, there is no problem for them. But when they are gone because of their husband's affair, it makes them very painful. They feel hurt when the one they loved is left with another woman. Many of the women in warung remang stated that they are engaging with the business because of their disappointment of their husbands.

The women in warung remang united as widows; she wants to be a woman in warung remang because of disappointment over her husband's treatment. I am a widow. I have a son and live alone. Another case is many of the women who joined in warung remang business because their boyfriend betrayed, left, or marry another girl. This disappointed feeling makes them traumatized and think they are useless women. It makes them choose to join in warung remang business. They believe it can cure their hurt, although, on the other side, they realized that giving service to many men is not merely cure them. Besides widows, many women of warung remang are girls who abandoned by her boyfriend. Hurt feelings make them join into the world of prostitution, although they realized that serving the men will not heal the hurt.

Sexuality is a natural and basic instinct. The sexual need for women in warung remang is also another need as human beings. Adequately understood through the study, although sex is a necessity, it is not a significant justification why the women involved in the warung remang business. For the community of warung remang, sex is part of life is undoubtedly to be something that they cannot miss along with the services in warung remang. Sex is money, and money comes from sex, so ex-companion in warung remang defines the sex industry. This statement was also confirmed:

Main (sex) has become a business that can make money for the women of warung remang. They enjoy sex, even if money is more important than that. “Sometimes, women of warung remang doing a sex scene with their customers without paying if they like them. In this case, they are willing even to conceive”.

In the view of the women in warung remang, sexual needs are a part that cannot be separated from warung remang business. Serving the man is a part of warung remang business, but on the other side, they enjoy the sexual activity as "sexual pleasure." In this case, it is undeniable that sexual needs are a factor for women in warung remang in doing this business. Sex for women in warung remang is something that can be understood as economic needs, but it is perceived as pleasure into something that cannot be separated from life. This proclamation can be analyzed as in the following passage: "In doing sex, no customers complained because the women did not want to take her clothes off, or they kick in doing sex scenes, this means that women do not always do sex for money, they also enjoy it."
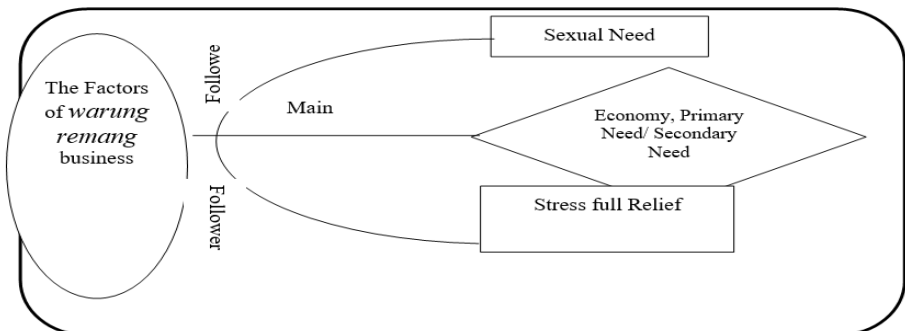
Figure 4. The Factors of warung remang business

Based on the descriptions, it understands that women in warung remang business doing prostitution because of three fundamental factors, they are: (1) factors of economic necessity as a significant factor, due to the financial needs; (2) The stress factor for abandoned by the chaperones / their husbands; (3) The need for sex, pleasure of sex. The three factors become the justification of their reason for doing prostitution. Economic needs become the main driver, but the stress factor and the need for sex is a factor that cannot be removed with the socio, economic, psychological of the women of warung remang business. These factors cannot be understood in part but must be understood as a whole thing.

Patterns in warung remand and prostitution practice

The trade patterns in warung remang in Barru is related to selling tips made by the women vendors in finding customers, tips in visitors serving, and saving money and income. The tips in trading similar to the strategic operation that shows their business do not cause anomie, then for tips in saving money and income related to how their money can be saved and able to use for tomorrow. Those things are understood as trade patterns, which is different from the principle of other trading businesses; this is shown in figure 5.
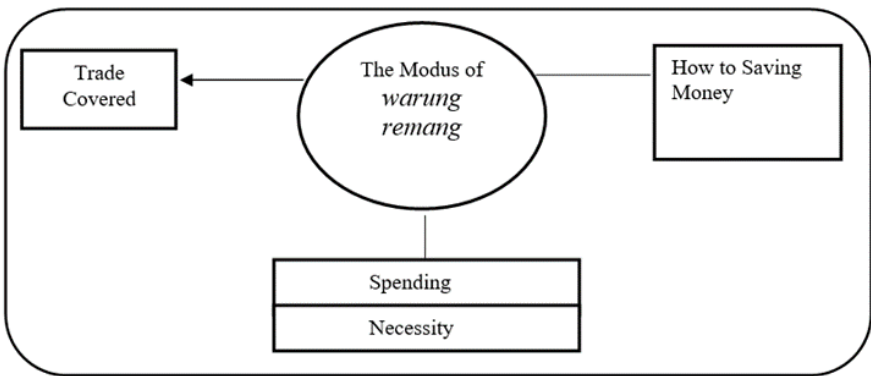
Figure 5. Patterns in Warung Remand and Prostitution Practice

The women of warung remang in doing the trading business are selling a variety of beverages. In terms, warung remang is a "coffee shop." This term cannot be connoted that warung remang only sells the coffee because warung remang also selling the other beverages (sprite, Coca-Cola, mineral water) or certain foods such as noodles, pastries, and more. The connotations of “coffee shops” tends to have negative connotations and different with another coffee shop, or it can be said that the implication is "symbol" that the warung remang who is also selling coffee is different to real "coffee shops," which warung remang have the girl to serve the visitors by their agreement. In this case, it is accessible to the visitors to differentiate between "real" shops and warung remang. "The nicknames warung remang is given to the shop in the streets, saving a girl, warung remang is a coffee shop. But the coffee shop does not mean selling only coffee, but also a variety of other drinks. It is the nickname that distinguishes the other coffee shop ".

DISCUSSION

The difference between a coffee shop and other Shops can be understood from the characteristics in both shops. Warung remang is characterized by selling drinks other than coffee, such as sprites, snacks, cakes, noodles, have a girl waitress, the service time is more than 20 hours and does not open in the morning. The shop looks chaotic, and the makeup of the waitresses is striking. Moreover for the “real” coffee shop is characterized by the nickname that is sometimes known as the rice shop, selling rice, coffee and other beverages, the waitress is women and men, and the time service only until 01.00 am and early in the morning, and also the shop is clean. Observing that explanation, it can be understood as follows in table 1:

No.	Non- Warung remang “real” coffee shop	Warung remang
1.	Known as "rice shop."	Known as a coffee shop
2.	They were selling rice, coffee, and other drinks.	Selling coffee, sprite, snacks (noodles and cookies)
3.	The waitress is both man and a woman.	The waitress is the only woman
4.	Service time is 01.00 am and open early in the morning	Service time ± 20 hours and close in the morning
5.	Clean and look permanent/ semi-permanent	Chaotic, untidy and semi-permanent
6.	The makeup of the waitress is natural.	The makeup of the waitress is striking and looks sexy.

Table 1. The difference between a coffee shop and other Shops

The income from each warung remang in the day and night is between Rp. 200,000 - Rp. 300.000, - This income does not include extra services given by the women in warung remang for visitors. The income as described above around Rp. 6,000,000 - Rp. 9,000,000/ month. Although this is not the overall income, it is quite large. Related to the income of the women of warung remang this was stated: "The income of warung remang each day is between Rp. 200,000 - Rp. 300,000 (income is certainly a decent income), although it is not net income." "The income in each warung remang is approximate Rp. 200,000 a day and night. "

From the information obtained, the income only counted from the coffee and other beverages selling, (not including extra services-prostitutes), which is once service is Rp. 70.000 - Rp. 100,000 when women in warung remang can serve 3-5 people truck driver, then a woman in warung remang could earn between Rp. 2,100,000 - Rp. 3,500,000/night. So, if women can serve 2-3 visitors, they can earn Rp. 500,000 - Rp. 800.0000 / night. It means that in one month, one person in warung remang could earn around Rp. 15,000,000/month. It was a promising income when compared to other jobs in Barru. Therefore, the people in Barru are understood that the widespread of warung remang is possible because the prospect of profits gained is quite a lot compared to other businesses.

CONCLUSION

The center of warung remang in Barru, which is doing prostitution can be encountered in several centers, namely, Butung, Cempa, Puncak, and the Kupa. The center of warung remang are centers that can be observed in the Trans-Sulawesi main road. It is found that the warung remang in Barru operates ± 20 hours per day. Warung remang centers, commonly known as the coffee shop. Warung remang are characterized by chaotic conditions and managed by women vendors. In this case, the centre of warung remang may cause problems, the anomie which there is prostitution business done by women in warung remang.

The background can see the profile of women prostitutes in warung remang of life, education level, economic level, and adaptation pattern—the origin of women in warung remang mostly full of life's problems in their family and society. The factors leading the women doing the business in warung remang and choose to join in the world of prostitution are economic reasons/needs, the stress in psychology because of having trauma by their left husband, and sexual needs. Economic reasons are the ideas that become the main reason the women doing the business because they have a low economy. Another reason women enter the world of warung remang is the stress of having trauma by their left husbands/spouses. Women in warung remang feel disappointed and looking for a place that expresses their anxiety. Then, another reason for choosing the world of prostitution is sexual needs. Women in warung remang think that "sex" is a part of their life need.

Trade patterns made by in warung remang which are covered by selling coffee. The trend that is showing is that they are not only selling drinks and rice. But behind those patterns, they perform the prostitution. In this case, the woman of warung remang in doing their trading business operates from 17.00 pm until 04.00 in the morning. Therefore, it can be understood that the women in warung remang, which doing prostitution does not have the values in their life. Siri is no longer as a pattern of life, although it still entirely known that "siri" (shame) institutionalized culture in society of Buginese and Makassarese

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Use of Corpus Technologies for the Development of Lexical Skills

Uso de tecnologías de corpus para el desarrollo de habilidades lexicales

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RESUMEN

La introducción de tecnologías de información en el proceso educativo moderno es una parte esencial del trabajo exitoso del maestro y la garantía del logro de los resultados del aprendizaje. El corpus de texto es una de las herramientas de recursos modernas para la creación de tareas de aprendizaje de idiomas para estudiantes. Además, presentamos materiales didácticos para estudiar la homonimia y la polisemia de las palabras. Ofrecemos dos formas diferentes de organización del proceso de aprendizaje con énfasis en la tecnología de corpus: el maestro presenta tareas selectas a estudiantes que trabajan independientemente con textos de un corpus de texto, como un mini proyecto de investigación.

Palabras clave: Concordancia, corpus, desarrollo de habilidades léxicas, lengua extranjera, tecnología de corpus.

ABSTRACT

The introduction of informational technologies in the modern educational process is an essential part of the successful work of the teacher and the guaranty of the achievement of learning outcomes. The text corpus is one of the modern resource tools for the creation of language learning assignments for students. In addition, we present teaching materials for studying the homonymy and polysemy of the words. We offer two different forms of organization of the learning process with emphasis on corpus technology: teacher presenting select assignments to independently working students with texts from a text corpus, as a mini-research project.

Keywords: Concordance, corpus, corpus technology, development of lexical skills, foreign language.

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INTRODUCTION

In present times one of the most important and stable tendencies of the development of the international educational process is using modern informational tools and technologies as a part of the learning process (Mukhamadiarova et al.: 2017, pp.327-334; Khakimullina et al.: 2018, pp.246-253; Nurullina et al.: 2018, pp.461-468). The goal of learning foreign languages is successful communication, both verbally and in writing. As stated by N.D. Galskova and N.I. Gez: Possession of a foreign language vocabulary in terms of semantic accuracy, synonymous wealth, and the appropriateness of its use is an essential prerequisite for the realization of this goal (Гальскова & Гез: 2009). «The process of education based on the thematic lexis and the lexis of semantic fields facilitates the quantitative growth of the active vocabulary of students» (Varlamova et al.: 2016, pp.273-283).

The development of corpus linguistics allows a new and different understanding of language and learning foreign languages because text corpuses give scientists an opportunity to test innovative theories through a multitude of texts. The text corpus brought scientific attention to the compatibility of words, collocation, and chunks (Tamás: 2014; Hausmann: 2003, pp. 309–335).

Text corpuses allow us to avoid categorical opposition (right vs. wrong) in relation to the German language and give us the ability to project the most likely usage of phrases. In addition, we move from a word to a phrase or a sentence to research collisional (morph syntactical) and collocational (lexical and phraseological) compatibility (Гвишиани: 1979; Тер-Минасова: 2007).

We agree with scientist J. Sinclair that units of meaning exist in phrases and sentences. Most words exist inside the context of common usage, with the exception of scientific terms and names of animals or plants (Sinclair: 1996, pp.75–106).

In methods of teaching a foreign language, special attention must be given to collocations. Scientist J. Hill introduced and developed the term “collocational competence,” which is understood as a consistent and typical co-occurrence of the particular word (Алексеева: 2011). Corpus’ linguistic scientists refer to the term “collocation” in relation to statistically stable linguistic units – a combination of two or more words (Scott & Tribble: 2006, p.200).

METHODS

In this research, we use the following text corpuses: IDS-Mannheim, Wortschatz Universität Leipzig, Digitales Wörterbuch der Deutschen Sprache. Concordance, as a rich illustrative material, was applied in the study and preparation of the exercises. In the process of identifying collocations, we should examine concordance strings and use of extended context functions, since collocations may be separated by other words (Zakirov et al.: 2017, pp. 12-28).

We also created our own text corpus with the help of the AntConc program. Our corpus consists of 15,678-word combinations and phrases (Mirimanova: 2002, pp. 104-115). This program is free to access and works with documents formatted as TXT, HTML and XML text files. Our corpus contains 30 files. We chose a collection of texts on several topics based on the academic content of the “Practical course of a second foreign language”:

1) Staatsaufbau, geografische Lage Deutschlands – Government system, Geography of Germany;
2) Politik – Political system;
3) Massenmedien – Social media;
4) Kultur Deutschlands – German culture.

RESULTS

Based on the content, learning materials were divided into several groups:

1) assignments for building lexical/collocational word profiles
2) assignments for developing background and linguistic-cultural knowledge
3) mini research of materials from the text corpus

Assignments with a focus on the resources from the text corpus were divided into the following groups:
1) assignments with the use of the concordance
2) assignments with the use of statistical frequency and "clouds of words."
3) assignments with the use of dictionaries.

The organization of the learning process, with a focus on text corpus technologies, may be divided into two groups:

1) students working on assignments created by a teacher with the help of the text corpus
2) students working independently with the text corpus and mini-research projects on the given topic

For creating assignments, we used the following text corpus technologies:
1) concordance for observation of the collocational profile of the word
2) keywords or "clouds of words" for specific context and frequency
3) dictionary

1 Compilation of the lexical profile of the word

Based on a three-step classification, we developed a set of assignments for each word's lexical and collocational profile. The assignments are based on a concordance, the statistical frequency of the text corpus and the vocabulary, and are aimed at the independent work of students with the text corpus, including the implementation of the projects developed by the teacher (Figure 1).
Intertítulos o apartados
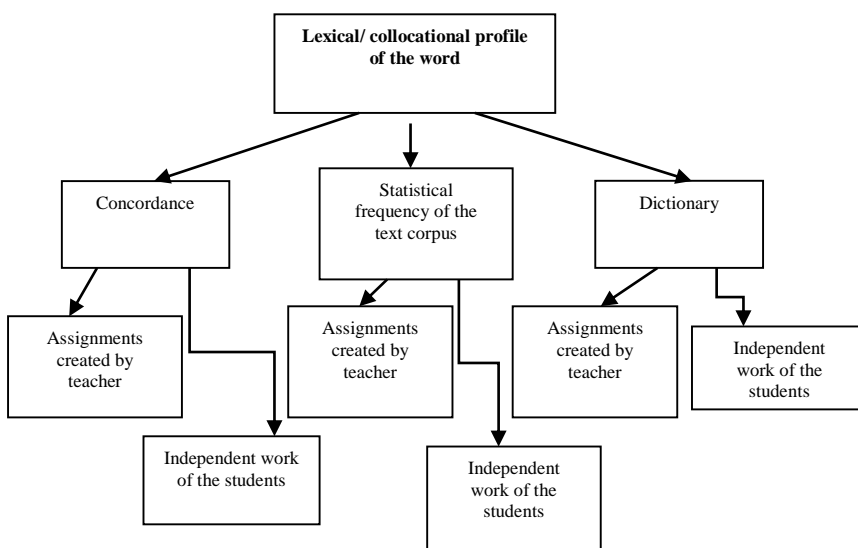
Figure 1. Classification of the assignments for the lexical / collocational profile of the word.

The goal of systematic work with a focus on collocational and co-competitive compatibility is to produce strong lexical skills in students. The skills obtained through this work will assist students in developing foreign language communicative competence (Mead & Doecke: 2020). Students are capable of correctly expressing their thoughts using proper grammatical context and phrases. In the process of creating assignments for independent students' research, a dictionary plays an important role. DWDS-Wörterbuch based on the dictionary "Wörterbuch der Deutschen Gegenwartssprache" and in part on "das Große Wörterbuch der Deutschen Sprache". The text corpus continues to grow through the addition of new words and slang expressions. For learning purposes, an electronic educational resource was created; students who learn new words and phrases from the research may use this resource to add this new information to the glossary. First, students use German-language text corpuses. Secondly, they choose a link to a Wörterbucher. Then they highlight the lexical meaning of the word. The final step is finding examples of word usage in speech and in proverbs if possible. As a result, all the examples are compiled in the word's profile. If there is a problem with the pronunciation of a word, the resource provides the option to hear how the word sounds. Students also can practice the pronunciation of any word. As an example for this learning activity, we can use T. Bartz's "Digitale Sprachressourcen im Deutschunterricht: Korpus-basierte Recherche und Analyse in der, Wörterbuchwerkstatt'. Korpus-basierte, Wörterbuchwerkstatt' im Deutschunterricht" (Bartz: 2017). The author of the research describes an algorithm for the creation of the Wiki-dictionary by using the German language text corpus DWDS. This research project is based on the students and teachers' cooperative work. We are proposing the creation of a similar dictionary by using the edu.kpfu platform. For example, here, we can demonstrate the lexical profile of the word "Lebkuchen" – "Gingerbread" from a research theme "Feste and Bräuche" – "Holidays." This lexical word profile was created by students (figure 2). In this image, we can see the gender of the noun, the lexical meaning of the word, an example of usage in speech, an etymological reference, its translation from German to Russian, and typical phrases with the word "Lebkuchen."

Figure 2. Lexical profile of the word Lebkuchen. Notes.

Every session of a second language or regional geography course (the German language and geography in our case) should start with a chapter Wort des Tages or Redewendung des Tages – word of the day or phrase of the day – to increase students' interest in learning a foreign language. During the first lesson, a teacher introduced a new word or a proverb, which relates to the theme of the lesson (Elgort: 2018, pp. 1-29). The usage of the automatically generated text corpus of the German language – Wort des Tages – helps with this activity. This text corpus analyzes a massive number of texts, selects the most often applied words or phrases, and shares this information with students. To confirm the word's lexical meaning and to illustrate the usage of idioms, teachers employ examples from the text corpus DWDS. "Learning an idiomatic language develops a learners' verbal ability to implement communicative intentions in order to express their evaluative opinions" (Konopatskaya et al.: 2017, pp.1783-1788). The purpose of creating an algorithm of research through the usage of text corpuses is to teach students ways to independently employ those sources to improve their writing skills in a foreign language (Shtyrlina: 2017). This method helps students to develop language skills, increases motivation to learn a foreign language and enriches the vocabulary of the second language. For future improvement, students may use an online educational resource, like forum Redensarten und Sprichwörter, where learners once a week submit a writing assignment with examples from the text corpus. The students are encouraged to find foreign idioms or proverbs to clarify their meaning, as presented in image 2. Image 3 shows the transformation of the traditional usage of a German proverb. This proverb about winter snowfall is used in a political context; the minister (sie) is compared to Mrs Holle in her ability to cover problem spots with "white flakes" (weiβe Flocken) (Figure 3).
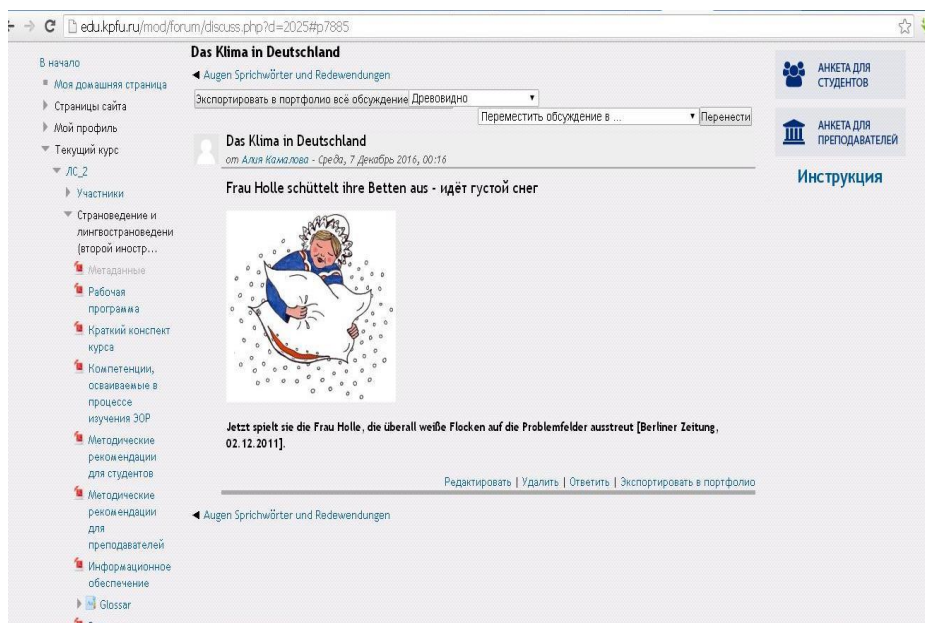
Figure 3. Forum Redensarten und Sprichwörter. Frau Holle schüttelt ihre Betten aus Notes.

2 The corpuses' methods of determination of collocations

The teacher-created assignments, which explore collocations, help students to remember correct usage of the phrases and to apply this knowledge in their speech and writing. During a regional geography lesson, students orally present different topics and express their opinions as an essential part of the class communication/discussion. In addition, proverbs and idioms are used in interviews and other modern texts.

For this learning goal, we chose collocations most commonly and often used in modern verbal speech and made a list of examples of those collocations. Also, students can find examples of collocations in the text corpus DWDS and independently finish the provided grammar table (Miftakhova et al.: 2018, pp.1118-1121).

Kollokation zum Thema «Meinung äußern»	Beispiel
eigene, persönliche, subjektive Meinung/ Überzeugung	
kontroverse, konträre, gegenteilige Meinungen	
zu einer Meinung kommen	
sich eine Meinung bilden	
eine Meinung haben/vertreten	
eine Meinung teilen	
die Meinung ändern	
eine Meinung äußern	
die Entscheidung treffen	
vor der Entscheidung stehen	
schwierige, richtige, gut überlegte, endgültige, emotionale Entscheidung	

Table 1. Collocations “Expressing personal opinion”

We will demonstrate the analysis of the students’ learning process based on the results of assignment 3. For this assignment, the students are divided into two groups, and each group must learn the frequency of usage of the phrases Im Vergleich Zu and Im Vergleich mit. The first group must research through the text corpus DWDS, and the second group must use materials from the text courpus IDS-Mannheim.

The results from the text corpus DWDS can be seen in table 2.

	Im Vergleich Zu	ImVergleichmit
Die Zeit	10146	1635
Tagesspiegel	3400	575
Berliner Zeitung	4463	770
Gesprochene Sprache	28	5

Table 2. Comparative analysis of Im Vergleich zu and Im Vergleich mit, text corpus DWDS

The second group’s results are presented in Figure 4.
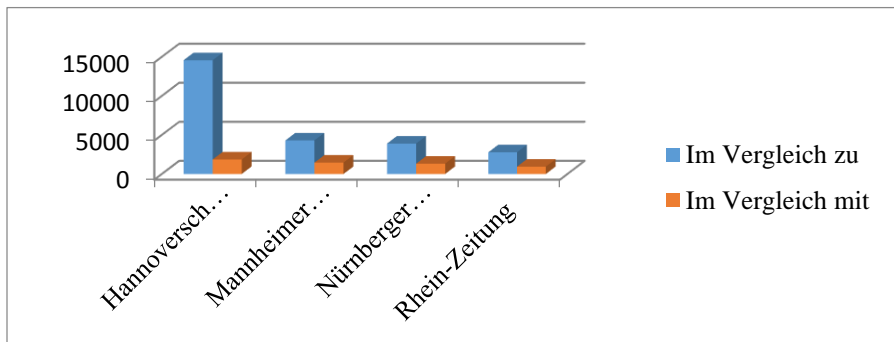
Figure 4. Comparative analysis of Im Vergleich zu and Im Vergleich mit, text corpus IDS-Mannheim

Students conduct research by systematically selecting, analyzing and organizing language facts. Teachers supervise the students' research and provide guidance for the students' independent learning process.

DISCUSSION

The goal of assignment 2 is to create a collocational "genealogical tree" for the words das Problem, die Partei, die Hochschule, and begehen.

The purpose of assignment 3 is to identify the frequency of use of the following phrases: Im Vergleich Zu and Im Vergleich mit.

3 Assignments for exploration of homonymy and polysemy of the words

The science of text corpus linguistics can be beneficial to the process of studying foreign words with more than one meaning. The teacher chooses various text with a target word, so students must understand the meaning of the word based on different contexts (Sakaeva: 2018, pp.108-115). The words in italicized print functions as a help word because it hints to a correct understanding of the target word, given in bold print. For example,

1. a) Heike Weber und Roland Au fanden alle Gerichte sehr schmackhaft [Die Zeit, 11.03.2015 (online)].

b) Sawtschenko war in Einem international kritisierten Mordprozess von einem russischen Gericht zu 22 Jahren Lagerhaft verurteilt Worden Die Zeit, 28.11.2016 (online)

2. a) Liebe Leser, Weihnachten ist nicht bloß das Fest der Geschenke und der gebratenen Enten [Die Zeit, 20.12.2000, Nr. 52].

Zum ersten Gang gab es gebratene Enten, kalten Schinken, Forellen, blauen Hecht, Taubenpasteten, Fleischtorten und gedämpftes Schweinefleisch [Die Zeit, 11.05.2006, Nr. 20].

b) Die Zeitungsente war von einer Truppe in die Welt gesetzt worden, die sich für Obamas Klimapläne ausspricht – eine Pressemitteilung mit einem gefälschten Logo reichte, um die Medien für einige Stunden zu narren.

4 Concordance assignments for words similar in spelling but different in meaning

Students will have a list of words that have similar spellings but different meanings from the text corpus DWDS. Those words are very difficult to learn for foreign students who are studying the German language. We use the web source Deutsche Welle to select words.

The teacher selects examples from the text corpus and gives examples to students, so they may work independently to find the meanings of homophones and the difference in function of these words in the foreign language. The examples look like this:

1. Und was deprimiert stärker: keine Arbeit zu haben oder trotz großen politischen Engagements dauerhaft nur Almosen zu empfangen?

2. Aber ist sie nicht deprimiert über den Zustand der Partei, über das Postengeschacher, über interne Kämpfe, die extern niemanden interessieren?

3. Bundeskanzler Schröder bezeichnete das anhaltende Umfragetief der SPD als deprimierend.

CONCLUSION

The present research demonstrates how text corpuses and their technology can be helpful in learning lexical skills. Analysis of existing materials and methods of teaching foreign languages allows us to make the following conclusion – the text corpuses have extensive data and great potential as a learning tool for the German language. Text corpuses are very helpful in learning lexical meanings of words and phrases. Text corpuses may be used as research material for creating assignments covering the lexical and collocational

profiles of the words. The dictionary, concordance and statistic frequency of the text corpuses are highly productive teaching instruments. One of the advantages of corpus linguistics, as a science, is active language learning. Unlike traditional passive processes for language learning, the use of corpus linguistics encourages students to study through research, guided discovery, and exploration of foreign languages. In this process, the students' research is an important link to developing their knowledge of the language.

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Problem of Creating a Professional Dictionary of Uncodified Vocabulary

Problema de crear un diccionario profesional de vocabulario no codificado

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RESUMEN

El artículo considera el problema de la fijación lexicográfica del vocabulario no codificado en un diccionario profesional. El sublenguaje del petróleo, siendo una de las variantes de la realización del lenguaje común utilizado por un grupo limitado de su medio en condiciones de comunicación oficial y también no oficial, proporciona la interacción de las personas empleadas en la industria petrolera. Los autores concluyen que la creación de un diccionario requiere un enfoque especial para la interpretación de las palabras y la participación de información extraliguista, contextos y material ilustrativo.

Palabras clave: Citas, entrada de diccionario, lenguaje de negocios petroleros, lenguaje profesional, lexicografía.

ABSTRACT

The article considers the problem of lexicographical fixation of uncodified vocabulary in a professional dictionary. The oil sublanguage, being one of the variants of common language realization used by a limited group of its medium in conditions of official and also non-official communication, provides interaction of people employed in the oil industry. The authors conclude that the creation of a dictionary requires a special approach to the interpretation of words and the engagement of extralinguistic information, contexts and illustrative material.

Keywords: Citations, dictionary entry, lexicography, oil business language, professional language.

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INTRODUCTION

Practical lexicography is the oldest of human activities. Currently, the role of various kinds of dictionaries is becoming increasingly important. They serve as a guide in the sea of information we receive, which entails increasing attention to the theory and practice of compiling dictionaries. Borkhval'd (2000) identifies three trends that determined the development of domestic terminography of the last decade: 1) the search for innovative forms and methods of vocabulary presentation in special dictionaries, followed by the differentiation of thermographic works; 2) integration and mutual influence of dictionaries of different genres and types; 3) an increase in the linguistic informativity of dictionaries. The modern level of development of linguistics places individual requirements to each newly created dictionary as a linguistic work.

> It should, firstly, be the result of scientific and theoretical research of its compilers (i.e., conceptually stem from deep preliminary lexicological studies), and secondly, be different from previous dictionaries of the same type by originality (i.e., based on new concepts of reflection of the language vocabulary) and, thirdly, fit into the typology of already existing lexicographic works (i.e., clearly refer to any of their genres or theoretically justify the new dictionary genre) (Malyuga & Orlova: 2017).

According to Gak (1995, p. 119-120),

> The mainline of modern lexicography, particularly in the field of the Russian language, is the creation of a variety of dictionaries that reveal particular aspects of words. The richest and most varied information about the word is transmitted to readers (Malyuga & Orlova: 2018a). But the difficulty is that this information is scattered across various dictionaries. The dialectic of life sets the task of combining all this wealth in one dictionary, which could give the reader various necessary data about the word. Such a dictionary can be called universal (Malyuga & Orlova: 2018b).

LITERATURE REVIEW

Macro- and microstructure of language dictionaries for special purposes

The universal functions and principles of the macrostructure of the dictionary determine the following universal features of any dictionary entry: 1. The requirement for clear addressing (reference function); 2. Description of the compatible potencies of the word (principle of linguistic economy, completeness, efficiency); 3. Description of the semantic connections of the word in the lexical system of the language (systematizing function); 4. The presence of illustrative examples, speech contexts (the principle of completeness, efficiency, traditionalism).

The appearance of theoretical lexicography was accompanied by the appearance of theoretical generalizing works such as Casares (1958), “Introduction to Modern Lexicography”, Shcherba (1974) “Experience of the general theory of lexicography”, Vinogradov (1977) “Lexicology and Lexicography”, Stupin (1982) “Lexicography of the English language”, Householder and Saporta (1975) “Problems in Lexicography, Dubois and Dubois (1971) “Introduction a'la Lexicographie: le dictionaire”, Zgusta (1971) “Manual of Lexicography”.

Russian sociolinguistic lexicography of the twentieth century, with the exception of terminography, is represented by a relatively small but very diverse list of dictionaries. In the 70s and 80s of the twentieth century, serious attempts were made to create regional historical trade dictionaries. In a number of scientific collections of articles, there were published, “Materials for the Siberian Fisheries Dictionary of the XVII – XVIII centuries”, a card index of the Dictionary of Fur Crafts in Eastern Siberia of the XVII-XVIII centuries was created. The end of the 90s was marked by the publication of the “Dictionary of the Gold Mines of the Russian Empire” Borkhval'd (2000) The dictionary records the formation of special vocabulary of Russian gold miners for two centuries – from the discovery of Russian gold to the end of the 19th century when the initial stage of the development of the terminology system is completed. Dictionaries of common jargon and slang, urban

slang or jargon, youth jargon, thieves argot, and thieves cant, obscene vocabulary make up the majority of Russian socio-lexicography of the substandard.

At present numerous attempts are made to collect, describe and classify professional uncodified vocabulary in a variety of spheres: the computer sublanguage, the sublanguages of architecture and construction, vehicles, forestry, business communication, nanotechnology, the professional sublanguage of Russian-speaking musicology (Suleyeva et al.: 2017), etc. However, there are practically no industry dictionaries of professional substandard. An exception is the Dictionary of Marine Slang by Kalanov (2002), Dictionary of Russian Military Jargon by Korovushkin (2000), Dictionary of the Marine Language by Solnyshkina (2005). Unfortunately, some of these dictionaries have a pronounced applied, aiding character, their theoretical basis is not sufficiently developed, and the presentation of the material is not always unified. Therefore, it is quite reasonable to address the problem of macro- and macrostructure of the vocabulary of a professional substandard (Achaeva et al.: 2019).

Dictionaries of sociolects and professional sublanguages occupy a special, intermediate place in the system of lexicographic genres and genre varieties of dictionaries.

On the one hand, the units of these sublanguages have a codified component, which should be fixed by terminological dictionaries, and, on the other hand, due to the permeability of the lexical system, they can be recorded in dictionaries of a nationwide language as belonging to a nationwide substandard or substandard to a substandard of another professional sublanguage.

Let us turn to the problem of the microstructure of the dictionary.

The main form of detailed vocabulary definitions is an interpretation through the closest gender and species difference, "which is just characteristic of the natural logic of human thinking". Interpretation through the correlation of specific and generic concepts or names corresponds to the specifics of not only human thinking but also the semantic structure of specific, identifying words, as well as the properties of the objects they name. It is believed that logical (descriptive) interpretations should contain not only an indication of the inclusion of a given species name into a broader, generic class but also information about the distinctive, differential characteristics of the species designation. Otherwise, the definition is considered insufficient.

Let us consider the syntagmatic aspect of the description of the lexical unit in a dictionary entry. “Just as the painter’s paints need canvas in order to become a picture, words require the environment in which they are located ...” (Myshak: 2019). So, the context is understood as a syntagmatic characteristic of a word, which is understood as a fragment of the text, including the dominant of the dictionary entry, necessary and sufficient to determine the meaning of the dominant and to show its functioning. There are microcontexts, which are phrases, simple sentences, phraseological and paroemias, and macrocontexts, including complex sentences and mini-texts. Brief text selections allow us to identify the meaning of the word, the scope of its use, stylistic and emotional-evaluative colouring, typical verbal environment, use as part of the phraseological unit.

There is a problem with the number of citations entered. “There should not be too many of them so that contextual materials do not duplicate each other, nor too few, so that the lexicographer does not disregard the variative forms of the word, as well as possible all typical situations of using a lexical unit in one or another of its meanings”. It is quite difficult to indicate the exact and constant number of input quotes because it depends on the specifics of the semantic content of a particular concept, cultural and artistic acquisition of the word.

The source of the contextual material is most often the works of fiction:

> These texts are widely represented by words of everyday life and book learning. They are also the speech sphere in which, along with journalism and the press, the vocabulary of various special fields is mastered losing its professional narrowness. In many cases, this source objectifies for the lexicographer whether this or that phenomenon has gained common-literary spread.

In addition, the source of context is journalism, material from television and radio programs, as well as material obtained from informants – native speakers (Ponomarenko et al.: 2020).

Phraseological units and paroemias are an excellent source of contextual material. Fixed phrases can "not only expand the user's understanding of the idiomaticity of a particular language but also make a certain

contribution to the study of civilization and the culture of peoples reflected in the language". The following reasons serve as the basis for introducing paroemias in the dictionary entry: "Paroemia as a folklore unit is most closely associated with everyday ideas about the world, national culture, spiritual life, and the fantasy of a native speaker". Proverbs, sayings, aphorisms constitute a special fund of language, which reflects accumulated for centuries and transmitted by one generation to another life experience of mankind, the culture of everyday life and communication, the hierarchy of values and human relations, as well as relations between man and nature. Using such material, one can clearly illustrate the uniqueness of each language, not only from the point of view of an external organization but also from the point of view of content, since "Language is not only a sound and formal-grammatical system. Language is also a complex system of meanings and relations, prescriptions and evaluations, ethics and aesthetics, faith and beliefs, the concept of time and space, etc.". In this regard, we consider it necessary to resort to the maximum number of phraseological and panoramic units in the dictionary entry.

Thus, context is a complex unit of a dictionary entry, which is a means of representing the syntagmatic aspect of the lexicographic description of a word.

In view of the above, we can conclude that the creation of a dictionary of any type is a very complex task and requires from the compilers a special approach to the interpretation of words, in particular, detailing extralinguistic information, contexts and the number of introduced quotes and phraseological units.

Problems of lexicographic recording of the research results of the uncodified component of a professional oil sublanguage

In linguistics, especially popular is the theory of a linguistic personality developed by Karaulov (1987) with a focus on reflection in the dictionary of not only linguistic proper, but also extra-linguistic information with the recreation of not only the linguistic norm but also the linguistic consciousness norm in full – these are the tasks of anthropocentric lexicography (Gak: 1995).

The main objective of research in comparative lexicography is the detection of extra-linguistic and cultural factors that underlie the national-linguistic identity "in the analysis of their real functioning in speech." It is necessary to create complex dictionaries, oriented to a person, expediently influencing their linguistic consciousness, enriching memory with quanta of necessary communicatively-oriented information for communication and adequate perception of texts in another language. The main category of dictionary text includes pragmatism, which is closely related to the communicative and functional load of the text structure elements; in the dictionary, an attempt is made to resolve the main position: language and speech. Currently, linguistic research is reaching a pragmatic level.

METHODS

The search for ways and methods of consistent adequate reflection and disclosure of paradigmatic and syntagmatic relations in vocabulary remains relevant for modern lexicography; principles of describing similar groups of words based on preliminary isolation and analysis of units such as adverbs, verbs, particles, nouns, etc. The dictionary should be used as a guide to the language; therefore, it should provide information about the paradigm of each variable listed vocable, and also help communication in two languages. The task of the theory of lexicography is seen in such a way that the dictionary should solve the extreme problem – with the maximum reflection of valuable lexical material it would provide minimal time for extracting information from the dictionary.

The pressing problem remains the establishment of types of lexicographic information as one of the components of the integral description of the language, the systematic description of lexicographic units. This involves determining the object, goals and ways of representing grammar information in the dictionary.

Any dictionary cannot give a single characteristic of a word without taking into account its systemic properties at the lexical, morphological, syntactic, stylistic levels. In addition, the dictionary collects these

different properties into a single whole, reflecting inter-level relationships. The explication of the multisystem properties of a word at the point of their intersection is the lexicographic description, which is why it represents a unique way of linguistic description.

The specifics of fixing a language unit in a professional dictionary is complex and diverse. We proceed from the following provisions.

The rapidly developing international contacts, the processes of globalization and internationalization, which determine the wide development of international interethnic professional contacts in the 21st century, necessitate the involvement of a wide range of professional languages in the spectrum of research interests. One of the most important aspects of the study of intercultural professional communication is the study of the dependence of its effectiveness on the degree to which communication subjects have mastered communicative competence. It is obvious that intercultural professional communication is effective primarily if the communicants have sufficient linguistic competence. There is no doubt that the linguistic competence of communicants involves the possession of not only codified but also the uncodified part of the professional language.

However, dictionaries and vocabularies, as a rule, do not register non-normative units used by specialists in conditions of unofficial communication: professional (industry) words, jargon, vulgarisms. They remain outside the field of view of language scholars, primarily because their recording and description require a large amount of extralinguistic knowledge. Additional reasons for the researchers' “inattention” to the uncodified part of professional sublanguages and sociolects are the following: 1) the difficulty of registering units; 2) the lack of consistency that the terms have; 3) the dynamism of the forms and meanings of the components of a professional uncodified thesaurus; 4) vague meaning of units; 5) stylistic sub standardization, bordering on the depreciation (Ismaeva & Kornilova: 2017).

When a unit is included in the Dictionary, three parameters are a/the priority – “oil” etymology, the nomination of an oil industry object or landscape, and functioning in a professional oil sublanguage.

The implementation of the professional oil sublanguage in two varieties (codified and non-codified) is a manifestation of certain parallelism that exists between the national language and the professional sublanguage. Each of the two varieties of the sublanguage has certain self-sufficiency and differs in functions: the codified language is used in officially written forms of speech, and the non-codified language is used in oral, everyday forms, letters, telephone conversations, Internet messages. This means that the same member of the language community, possessing a common set of communicative means, uses them depending on the conditions of communication. For example, in a message to a higher manager, the carrier of the oil sublanguage is obliged to resort to means of the codified variety of the sublanguage, in conversations with a colleague he uses non-codified means. Obviously, depending on the sphere of communication, the speaker switches from one language means to another (Duchovičová et al.: 2019; Galimullina et al.: 2019).

RESULTS

Problems of lexicographic recording of results of the research of the uncodified component in the russian variant of professional oil sublanguage

The Dictionary of the Russian Professional Oil Sublanguage demonstrates the data of the non-codified version of the oil language, informs about the semantic, structural and grammatical features and capabilities of the language unit – the lemma, gives etymological and cultural-historical information about the lexicography unit and, finally, illustrates its real use in language and speech. In this regard, the dictionary performs several socially significant functions: informative (allows the shortest way – through the notation – to get the necessary information), communicative (gives the user the necessary language means in the process of communication – language units) and normative (registers the meaning and use of the language unit in the professional substandard).

The main purpose of the Dictionary is the recording of the non-codified part of the modern stage of development of the Professional Oil Sublanguage it is not encyclopedic and does not provide information on certain areas of the oil business. In accordance with the objectives, the text of the Dictionary did not include terms, nominees, special words that did not become the production basis of professional words and jargon. An exception is those cases when the meaning of the term is closely related to the meaning of a professional word, and without its interpretation, it is difficult or impossible to see the imagery of the unit and understand its meaning. For example, osvoyeniye -iya, n. (lit. development) a set of operations and activities that are undertaken in order to put a well into operation, i.e. to achieve the influx of oil from the reservoir; 1. vakhta, -y, f. (lit. shift) the period of time working on the rig. Professional Oil Sublanguage

The unmodified part of the Professional Oil Sublanguage includes 317 units that we classify as professional words and jargon (if the classification is based on the criterion of the level of stylistic "substandardization ") or professional words and unprofessional words (when classified according to a thematic attribute). The source of the lexical and phraseological material was lexicographical (14 dictionaries and vocabularies) and journalistic sources, works of fiction (more than 200 items), as well as questionnaires of informants – oil specialists, whose total volume amounted to 17.5 sheets.

In the structure of the dictionary entry, seven zones are distinguished: the headword (the title of the word), the grammatical zone, the cipher zone, the functional-stylistic zone, the value zone, the context zone, the comment zone.

Interpretation of the words of a nation-wide language, which served as the production basis of the non-codified units of a professional language, is usually not supplied—for example, bashmak, -a, m. (lit. shoe) Aznakaevo Drilling site, the record of 2015 1. jest. Tractor driver; 2. device used to lower the casing; 3. part of the controlled or passive (spring) downhole tool; girly and, -y, f. (lit. garland) Bugulma Drilling site, the record of 2015 1. a set of seismic receiving devices, adapter subs, shifting; 2. several interconnected adapter subs, calibrating devices.

In order to facilitate understanding of the meaning of the unit, references to the production bases are introduced into the text of the dictionary entry, for example, geteishniki, -ov, Aznakaevo Drilling site. Record of 2015 geologists, geophysicists involved in technological research of wells ○ GTI; GTI, abbr. (geologo-tekhnologicheskoye issledovaniye skvazhiny) geological and technological research of the well, one of the areas of field geophysics.

In order to reduce the volume of the dictionary, the following was not recorded: (1) nicknames – proper names of individuals that operate or function in individual companies and teams; (2) interpretations of phonetic, morphological and lexical variants of professional words are placed in one dictionary entry, a link is provided in the corresponding place in alphabetical order. For example, stellazh -a, m. Aznakaevo Drilling site. Record of 2015 ○ mostki; mostki, -ov, Leninogorsk Drilling site. Record of 2015. rack for storing casing and drill pipes.

Specific pairs of verbs are placed in one dictionary entry in the absence of any semantic differences between them, except for differences in grammatical meanings, for example, otdavat'/otdat' (about a well) (lit. to give), Noyabr'sk Drilling site. Record of 2015 to leak (about well fluid) ● "Otdayet skvazhina"; toptat'/vytoptat' (lit. to trample) to trample (soil), mix with the sand, peat, to remove traces of oil.

> Seychas GTT zagonyayut, budut ottaptyvat'! – obeshchayet *glavnyy. Predstavlyayu, kak topchetsya etot moshchnyy traktor. Chto eto – uznayu ot togo zhe Skovorodina, s kotorym prishlos' provesti tselyy den'. Gde-to razliv nefti. Yeye zasypayut peskom i ottaptyvayut. To yest' vse peremeshivayetsya s peskom, torfom, ubirayutsya sledy nefti. Priroda sama umeyet borot'sya s takimi "ranami" – v grunte idet nevedomaya nam rabota. On v kontse kontsov reanimiruyetsya i snova rozhdayet molodyye derevtsa, travu, yagody, griby. Serdtse dobychi. Neft' Proiob'ya

The lexical-semantic variants of polisemantic units are separated by Arabic numerals. For example, proizvodit' obvyazku (lit. to do strapping), Leninogorsk Drilling site. Record of 2015 1. Connect all hydraulic pipelines; 2. install production reinforcement at the wellhead after cementing the production string; lovushka,-

i f. (lit. trap) 1. Asrakhan' Drilling site. Record of 2004. dam; 2. Leninogorsk Drilling site. Record 2015. a single accumulation of oil and gas filling a certain volume of rocks; 3. Aznakaevo Drilling site. Record of 2015. emergency tool; zarezka vtorogo stvola (lit. sidetrack kickoff), Elabuga Drilling site. Record of 2003. 1. start of drilling in an existing wellbore of a second directional wellbore; 2. Leninogorsk Drilling site. Record of 2015 drilling a second trunk to eliminate an accident or defect.

A significant part of the vocabulary presented in the Dictionary is used in all types of unofficial spoken and written language. However, many units of the sublanguage under consideration are unequal in character, terms of use, and stylistic load; therefore, units are supplied with special marks. They are placed in italics before the explanation of the meaning, if the word has one meaning or if the label refers to all the meanings of a polysemantic word, for example, trubolovka, -i, f., jest. Leninogorsk Drilling site. Record of 2015. emergency tool designed to capture and retrieve emergency tubing and oilfield equipment from a well; khebeshka, -i, f. derog. Aznakaevo. Record of 2015 workwear; chaynik a, (lit. teapot), m. jest. Aznakaevo Drilling site. Record of 2015 helmet for drilling; uspokoitel', -ya, (lit. sedative), m. jest. Aznakaevo Drilling site. Record of 2015 element of a rig winch for a hoist rope when winding and unwinding on a drum of a lifting shaft.

The stylistic label term. is used before a professional oil term and means belonging to the circle of official professional use. For example, skvazhina, -y, (lit. borehole), f. cylindrical mine produced by drilling, mainly of circular cross section.

After explaining the meaning of a word or a phrase in most cases, after the ● sign, one or two illustrations of the use of the unit in the oil sublanguage are placed in quotation marks. For example, neftyanka, -i, f. oil industry, oil business ●"K problemam, vyzyvayushchim povyshennyy obshchestvennyy interes, vne vsyakogo somneniya, otnositsya neftyanoye delo: na professional'-nom zhargone – "neftyanka", na yazyke makroekonomiki – vedushchaya byudzhetnoobrazuyushchaya otrasl', na yazyke politicheskikh spekulyatsiy - "neftyanaya igla", na kotoruyu podsela nasha ekonomika". Radio Rossii Rossiyskaya neftyanka prosit o pomoshchi; 2. MGA im. Gubkina (Gubkin Moscow State Academy).

The orthoepic characteristic of the head words (accent mark in front of the stressed vowel) is introduced only if they allow two or more possible options, are of particular difficulty, or differ from the usual norms. For example, neftyá, -i,f.. oil; pódzhig, -a, m. Elabuga Drilling site. Record of 2003 ignition; dóbycha (lit. oil production), Elabuga Drilling site. Record of 2003. oil production using natural processes; dolív v skvazhinu (lit. inflow into the well), Aznakaevo Drilling site. Record of 2015 filling a well with a solution when lifting a drill string; dolóto n. pl. dolot'ya Elabuga Drilling site. Record of 2003, Aznakaevo Drilling site. Record of 2015. the core element of a drilling tool for the mechanical destruction of the rock at the bottom of the borehole.

Grammatical information in the Dictionary is presented by: 1) an indication of the syntactic valency of the language unit; 2) the presentation of the morphological paradigm of a unit through examples of real use (in illustrations); 3) an indication of belonging to a grammatical rank.

Belonging to a particular grammatical category (parts of speech) is indicated directly by marks: pril., chisl., prich., mezhd. (adj., number, participle, interj). or indirectly, by indicating the grammatical categories of the corresponding part of speech. So, belonging of a word to nouns is shown by indicating the end of the form of the genitive case of the word and its grammatical gender (labels: zh., m., sr.); to verbs – an indication of a specific pair, to adjectives – generic flections. For example, rasshiŕka,-i, f. (lit. extension) Leninigorsk Drilling site. Record of 2015 increase in borehole diameter; namyvat' (lit. to pan out), -ayu, -ayesh́, Leninogorsk Drilling site. Record 2015 to fill permeable formations with fillers to a stable pressure, eliminating the absorption of drilling fluid; neftenosnaya, -yy, -oye, -yye, Elabuga Drilling site. Record of 2003 zone rich in oil.

Forms of words are usually abbreviated, starting with the letter after which the style of the word in the given form changes or starting with which the stress in the form of the word changes, for example, kozyrok, -r'ka´, m.; vyshkaŕ', -yá, m.; khrapok, -pká, m.; glotat', -a´yu, -a´yesh', nesov.

The cipher zone is mandatory and accompanies every context. The Dictionary of the Russian professional oil language contains two categories of units: previously registered by dictionaries and registered for the first time. All units previously recorded in other dictionaries or vocabularies have an earlier registering in the form

of a short abbreviation following the grammatical information about the head word. All units recorded for the first time or in a new meaning are provided with: (a) at least one illustration of the use of this unit in writing, including Internet forums and chats, for example, khlopun, -a, m.,

> *Khlopuny predstavlyayutsya zhivymi i neschastnymi, potomu chto ikh uzhe "ustranili". A v itoge okazyvayetsya vse ochen' prozaichno, bez vsyakikh zhertv, dazhe naoborot. Ogromnyy rezervuar na pyat' tysyach kubov, pod zhidkost', stoit neplotno, pod nim obrazovalis' pustoty – khlopuny, kotoryye ostavlyat' nel'zya. Pri zalive rezervuara neft'yu eto grozit proryvom.*

Serdtse dobychi Neft' Proiob'ya; (b) a reference to the informant of a particular company and the date of recording, for example, talya, Aznakaaevo Drilling site. Record of 2015 talevyy blok.

The comment zone is optional and is placed at the end of the dictionary entry after the <sign. According to the fair remark of S.S. Volkov (1995, p. 70-71), background, socio-cultural information gives the dictionary a chance to become “an interesting guide to the spiritual and material culture of the past”, to become “a mirror of life <...> of the people <...>, to reproduce the national picture of the world in the period under consideration of the history of the people and language”.

Problems of the lexicographic recording of the results of the research of the uncodified component of the English variant of the professional oil sublanguage

The English-Russian dictionary of the oil language contains units of a professional, non-codified variant of the English language used by US oilmen in unofficial communication, as well as archaisms and historical words used at drilling stations.

All units related to the topic of drilling and functioning in English, depending on the area of use, can be divided into 1) "oil", functioning only or mainly in a professional oil sub-language; 2) "interprofessional words" adopted and used in other professional sublanguages, the origin of which is currently not possible to establish.

The first group includes a) professional words (substitutes for terms in the unofficial register of communication, for example, blow out, noun release, accidental escape of oil and gas from a well during the drilling stage; b) deprofessional words, units of "oil" origin, the meaning of which has no parallels in the terminology of the corresponding type of activity. For example, buddy system, work in pairs (a method of on-the-job training, in which a beginner works in tandem with an experienced specialist); bubba, the noun is the strongest driller in the crew.

The second group consists of interprofessional words: in commission, oil. In good condition; in readiness; marine. To be ready for swimming, to be in service, in good condition, in action; out of commission, oil. In malfunctioning condition; hors de combat; unusable; marine. To be out of order, not in a campaign, to be out of order.

When compiling the Dictionary, we were guided by the following principles: A) include units whose "oil" origin is beyond doubt; B) include units having any other source of occurrence if: (a) their meaning in the oil sublanguage is different from the meaning in any other sublanguage or language of the ethnic group, and (b) their functioning in the oil sublanguage is confirmed by examples from fiction, journalistic and other literature or two informants; C) include units denoting oil facilities, persons involved in the oil industry, their characteristics and actions.

Thus, we consider etymological, thematic, and functional to be the basic principles of organizing a professional dictionary.

The following categories of units are included in the Dictionary:

(1) Functionally free normative units etymologically related to oil business;

(2) Non-normative single-word and multiple-word units were functionally related to the oil sublanguage.

Units of the oil sublanguage may include lexemes belonging to different lexical-semantic and thematic groups. For example, doghouse, noun, fig. the booth of the drillmaster and shift workers; dog leg, fig. 1. curvature (of the borehole, trenches); 2. sharp bending (of a pipe); 3. double sharp bend (of the sheet). In all cases, the correlation of the unit meaning with the realities of the oil business and functioning in the studied

sublanguage were taken into account; fish, noun. fig. 1. an item left in the well; part of the tool left in the well; a drilling tool that has fallen into a well; to carry out fishing work, to catch (tools or pipes left in the well); 2. marine geophysical sensor.

In accordance with the objectives of the dictionary, it did not include:

a) Terms, nomens, special words that have not become the production basis of professional words and jargon. The exception is those cases when the oil term in its meaning is closely connected with the meaning of a professional word and without its interpretation it is difficult or impossible to see the imagery of professional oil word and understand its meaning;

b) Nicknames, proper names of individuals that function or functioned on separate bases, rigs.

To facilitate the search for a word, reference words are introduced into the dictionary text, i.e. words from nests with reference to that headword in the nest of which the derivative is located. References are given when the interpretation of a multiple word unit is not placed in alphabetical order, but in a dictionary entry with the oil term as the headword. For example, a Christmas tree ○ tree.

The main corpus of the English oil sublanguage is of American origin. Most units are derived from American English or American oil terms. For example, drillmaster, noun. 1. Amer. military drill instructor; 2. reconnaissance machine; 3. drilling master.

In the structure of the dictionary entry, eight zones are distinguished: headword, grammatical zone, cipher zone, functional-stylistic zone, meaning zone, context zone, phraseology, commentary zone.

The headword is highlighted in bold in the article, and in bold italics in the text of the illustrative example. For example, to recover fish, to pick up a tool left in a well; holer noun driller, well digger.

Belonging to one or another grammatical category (part of speech) is indicated directly by labels:(verb/v, adj., number/numeral, interj, noun). For example, network, noun. seismic network; hole-in, the verb to drill a well.

The cipher zone is obligatory and accompanies in every context.

DISCUSSION

All units previously recorded by other dictionaries, vocabularies, works of journalistic or technical literature have an indication of an earlier fixation. For example, the expression jack-knife derrick meaning a cantilever mast that can be laid down in one piece for moving, as opposed to a standard derrick which has to be dismantled and re-erected piece by piece was previously recorded in the Oilfield Glossary vocabulary, an indication of which is presented after the explanation of the meaning. The expression oil patch was meaning 1. an area in which oil is produced; 2. the oil industry was recorded in Random House Unabridged Dictionary, Copyright © 1997, by Random House, Inc., on Infoplease.

In all cases, with the exception of the units recorded earlier in the English-Russian dictionaries, the explanation was translated by the author.

A significant part of the vocabulary recorded by the dictionary is used in all types of unofficial spoken and written language. However, most of the units of the uncoded oil language in character, the sphere of its use, the stylistic load are unequal. Therefore, when words were needing one or another character in this regard, special labels are given. They are placed in italics before the definition of the meaning, if the word has one meaning, or if the label refers to all the meanings of a polysemantic word. If the label refers to one or only some meanings of a polysemantic word, it is placed after the Arabic numeral introducing a new meaning. For example, to carry a wet hole, jest. To drill a dry well (in which the flow of water is not closed); monkey (-) board, the derisive platform for derrick-men.

If the derivative words do not have their own usage labels in the nest, this means that they are equivalent in the nature of their use.

The stylistic label term. is used before the oil term and refers to the circle of official professional use. For example, well (hole), noun. Term. ◊ wellhead well, 1. wellhead; 2. wellhead equipment; ◊ exploratory hole (well), exploratory well; nipple up the wellhead, to mount wellhead

The meaning of words and phrases in the Dictionary is revealed in a brief definition necessary for their understanding and use. The dictionary is not an encyclopedic oil dictionary and does not provide information on all areas of the oil business, it does not contain an interpretation of oil terms, except in rare cases when the term is the headword of the nest and is necessary to understand the meaning of professional words. For example, case, noun. 1. casing; sheathing; shell; case; 2. trunk; 3. cemented layer; case, v. fasten (borehole) with casing pipes; casing, noun. 1. casing; shell, encasement, formwork; ● cover; 2. casing pipes; ◊ to the case in, casing (pipes); ◊ to case off, 1. fasten (borehole) with casing pipes; 2. close (water) with pipes; overlap with pipes (aquifer, collapse zone); isolate.

Interpretations of words are given as briefly as possible, without explanation of the meaning of lexemes derived as headings. For example, wild cat, exploratory well; exploratory well (on a little explored area).

Individual meanings of polysemantic words are marked with Arabic numerals: shipping, 1. cutting (defective seam); spalling; 2. small gravel, fragments of rock; drill cuttings; 3. insertion of the chopped diamonds into the crown manually.

Following the interpretation of the meaning of a word or phrase in quotation marks, one or more often two illustrations of the use of the unit in the oil language are placed. For example, driller, noun. 1. driller; 2. drilling Master. ”Then the driller is above the derrickman - he operates the equipment and monitors everything that's going on.” By Sandmel (2019). Roughnecks On A Drilling Rig.

After interpreting the meanings, examples of using single-word jargon, and also after derivative words, phraseological units are placed in the nest after the ◊ sign, the general meaning of which is not directly determined by the meaning of the given the word. Such set expressions are accompanied by a special interpretation and stylistic labels, for example, drive, v. 1. hammer in (pipes by a drive block); 2 cut a drift ◊ to drive a borehole, drill a well; ◊ to drive a well, go through a well; ◊ channel fever, LA fever and excitement on the eve of the change ● "An expression popular on Louisiana rigs is" channel fever, "which describes the excitement which prevails the night before a crew change when everyone is about to go home". Sandmel (2019) Roughnecks On A Drilling Rig.

CONCLUSION

1. A Professional Oil Dictionary of uncodified vocabulary, created on the basis of thematic, etymological and functional principles, aims at recording/registering the single-word and multiword units of the uncodified component of a professional oil sublanguage for their subsequent multi-aspect linguistic analysis.

2. When a unit was included in the Dictionary, three parameters were given primary consideration: “oil” etymology, the nomination of an oil industry object or landscape, and functioning in a professional oil sublanguage.

3. The macrostructure of the Dictionary includes the following elements: 1) introductory article; 2) the rules for using the dictionary; 3) a list of abbreviations and symbols; 4) lemma; 5) lexicographic corpus; 6) illustrative material.

4. The microstructure of the Dictionary contains the following information: 1) a lemma marked with signs/accent marks; 2) etymological information; 3) grammatical properties; 4) functional and stylistic parameters; 5) interpretation of the meaning; 6) set expressions; 7) illustration of functioning; 8) certification of the material.

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Exploring Regional Potential to Strengthen Income in the Framework of Welfare Community

Explorando el potencial regional para fortalecer los ingresos en el marco de la comunidad de bienestar

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RESUMEN

El El estudio tiene como objetivo investigar el potencial regional para fortalecer el ingreso original local en el marco de la comunidad de bienestar basado en la sabiduría local. El autor utilizó el enfoque jurídico normativo y empírico. Como resultado, el papel de la sociedad, en general, es participar en el mantenimiento de un buen ambiente, seguridad propicia, amigable y terrenal como en las reglas de la gira como un encanto. En conclusión, el turismo de gestión potencial en la isla de Pahawang se encuentra en una bahía donde las aguas son tan claras, lo que hace que la belleza del mar alrededor de la isla sea bastante fascinante.

Palabras clave: Ecoturismo, potencial, regulación, sabiduría local.

ABSTRACT

The study aims to investigate the regional potential to strengthen original local income in the framework of the welfare community based on local wisdom. The author used the juridical normative approach and empirical. As a result, the role of society, in general, is to participate in maintaining a good environment, conducive security, friendly and earthy as in the rules of the tour like a charm. In conclusion, the potential management tourism in Pahawang Island is located in a bay where the waters are so clear, making the beauty of the sea around the island quite fascinating.

Keywords: Eco-tourism, Local Wisdom, Potential, Regulation.

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INTRODUCTION

The eco-tourism is one of the most dynamically developing provinces of tourism. Its planning and development appear more and more frequently in the regional development concepts of the micro-districts. As far as eco-tourism is based on the natural values, and it exposes and shows but at the same time loads these values, it is very important to plan this kind of tourism paying special attention.

This study results from the current position of eco-tourism in the world and favourable conditions for its development in the Pahawang Island Tourism Area, Lampung Province, in Indonesia. It also renders the strategies of development of eco-tourism on potential resources and points to its tourism resources suitable for the development of active tourism, and to show existing and potential impacts for local original income as an important economic activity.

National goals and objectives provide direction for the implementation of development in order to run effectively, efficiently, and in accordance with its objective is to implement regional autonomy.

Prior to this, decision-making awaited the central appointments and briefings in the form of strategic proposals, in parallel with the emergence of legislation to manage local government administration as well as local financial empowerment to be more useful for regional development from planning, organizing, implementing and supervising the collection and its distribution is one of the instruments to increase the regional development revenue source. Talking about tourism, as a relatively new phenomenon, his influence on the transformation of physical space (geographical environment) is the subject of more and more investigations in geography, ecology, and other similar disciplines (Jović & Popović: 2006, pp. 53-55; Ahmad & Sahar: 2019, pp. 1540-1543).

Regional revenue sources refer to the law on the financial balance between central and regional levels, which are adjusted and harmonized with the division of authority between the central government and local governments. In this case, the local government is given the right to obtain financial resources in the form of certainty of the availability of funding from the government in accordance with government affairs submitted, namely the authority to collect and utilize local taxes and levies, the right to obtain profit sharing from local resources in the region and balance funds others as well as to dismiss the area and obtain funding sources with the basic principle of Money Follows Function.

According to Jamal et al. (2015), regional revenue is the right of local government recognized as an increase in net worth value in the period of the year in Act No. 33/2004 Article 1. Regional revenues in the APBD structure are grouped into the Local Revenue, balanced funds, and other legitimate income. Indonesia has a wide range of wealth and natural beauty. The country that consists of thousands of islands presents incredible beautiful scenery and famous to the world. Most of the islands in Indonesia are targeted by tourists. Not only tourists from Indonesia, but tourists from the various country of the world also come to witness the beauty of nature in Indonesia (Mardani & Fallah: 2018, pp. 53-62).

One of the most important segments of the research regarding tourists' behaviour in tourism is the process of decision making about a tourist destination (Ahmad & Ahmad: 2018, pp. 44-49; Berg et al.: 2004). Lampung Province is one of the provinces in Indonesia that is rich in marine and coastal resources both the beauty of coastal areas and resources in the form of production of fishery and marine products. Maritime tourism which includes the beach and Pahawang Sea located in Pesawaran Regency is one of the attractions and the leading tourism sector in Lampung Province. For this kind of eco-tourism destinations, it is very important to preserve the original, authentic elements. Creators and organizers of travel arrangements need to be proactive, and they need to use their help, time and income in order to strengthen local original income development.

Pahawang tourism is developed to be able to encourage economic activities and enhance the image of Pahawang Island even Indonesia, improve the welfare of local communities, and provide expansion of employment opportunities with the ecotourism mining model. The term ecotourism can be interpreted as a journey by a tourist to a remote area with the aim of enjoying and learning about nature, history, and culture in an area, where the tourism pattern helps the local community's economy and supports nature conservation.

METHODS

This study will discuss the potential management and regulation in Pahawang Island based on local wisdom. Pahawang is an island part of the Pesawaran Regency in Lampung Province in Indonesia. The study discussed and focused on this island that has developed by local government, and currently, become the most favourite tourist destination, preferably in Lampung province, Indonesia.

The study is a qualitative method using content analysis, where the analysis is an in-depth discussion of the content of written information or printed in the mass media (Lasswell: 1968, pp. 57-70). Content analysis can be used to analyze all forms of communication such as newspapers, radio news, television advertisements and all other documentation materials. Most of the data on this research was taken by literature, website, documentation (online and offline) and any observations and interviews from local government (Pesawaran Regency and Margapunduh Sub-district).

The author used the juridical approach of normative and empirical. Where, a Normative Juridical Approach is the approach by reviewing the rules, theories, concepts and legislation (Burley: 2017, pp. 11-46; Ahmad & Ahmad: 2019, pp. 746-778). In this research, the approach related to the issues to be discussed is the potential and regulation of the management of pahawang islands based on local wisdom. Besides that, an Empirical Approach is research by plunging directly into the field against the object of research in order to collect primary data obtained directly from the object of research through observation and interviews with respondents or resource persons (Guest et al.: 2012), where the approach associated with Pahawang Island Tourism Area.

RESULTS

Pahawang Island is located in District Panduh Pidada, Pasawaran Regency, South Lampung. To reach the area of Pahawang Island, from the city centre Bandar Lampung cover a distance of about 25 km or about 2 hours road trip to the Port of Ketapang. From the bustling harbour of the boat and fishing activities, the journey continues by boat for 40 minutes. Until the end of 2015, there is no public transportation route that serves the Bandar Lampung route to the Port of Ketapang. To promote the existing tour in Lampung, it is necessary for the creation of public transport connections from one tourist attraction to another tourist attraction in Lampung. So as to facilitate the tourists, both the archipelago and abroad, to better recognize the various forms of the natural beauty of Indonesia because of the diversity of nature and culture is one of the charms of Indonesia.

The provision of interpretative facilities and services promote the value and societal benefit of geological and geomorphological sites and their materials, to ensure their conservation, for the use of students, tourists, and other casual rationalists. Pahawang Island itself is divided into two, namely Large Pahawang Island and Small Pahawang Island. Large Pahawang Island has an area reaching 1,000 hectares. Pahawang Island is home to more than 300 families, most of who work as fishermen. Large Pahawang Island is equipped with schools and health centres

Figure 1. Map of Pahawang Island

Talking about the process of decision making about a tourist destination, it refers to the introduction above, and there are the most commonly analyzed which is the classical decision-making model which treats a potential tourist as a person who, by making a decision about a tourist destination, solves his problem, and it involves five phases: need awareness, search for information, estimation of alternatives, the decision about purchasing a tourist product or service, and feedback after purchasing (Figure 2).
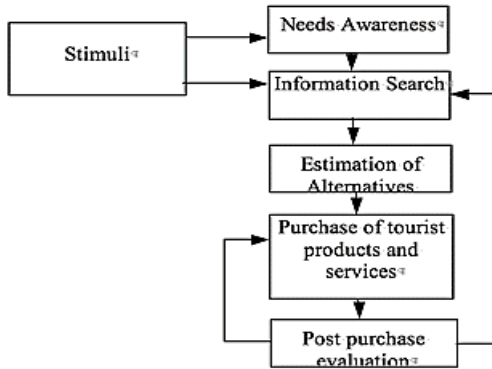
Figure 2: Decision-making process of potential tourist

According to Đerl et al. (2007), cultural values fall within the category of authentic values with attractive and autochthonous qualities. Depending on the need some would be conserved and restored in order to function within a tourist offer because tourism is an activity, which should be based on, protected values and maintain their preservation in the sense that it is not degraded by tourism, but the profit is used to finance the protection and enable comfortable life of local people. The conditions created in this way make possible facilitate sustainable development in Pahawang Island. Consequently, tourism, as a complex and propulsive activity, will develop. Finally, it will not only bring positive economic changes for this area but also for every potential and recognized tourist regions which stand in complementation with cultural values (Đeri et al.: 2017, pp. 96-105).

Creation of tourists map with positions of the most important geoheritage sites would pay attention of tourists and force their visiting (Đurović & Đurović: 2010, pp. 126-132). To reach Pahawang Island, tourists make a trip to the sea crossing using a motorboat from Ketapang Pier, District Padang Cermin. The crossing is usually taken in about an hour. During this trip, tourists can enjoy a variety of marine animals from the boat, because the waters are so clear. The trip usually goes to Large Pahawang Island, where most of the residents live. In Large Pahawang Island, many houses are commonly used as a place to stay.

Tourist trends are created as a result of the overlapping of interest of the four major elements: (1) destination (2) Region with the attractive tourist asset (3) Population living on or near the locality which represents a tourist asset, and (4) visitor drawn by the attractiveness of the tourism assets (Bjeljac & Ćurčić: 2006, pp. 73-77). Pahawang Island is in a bay where the waters are so clear; making the beauty of the sea around the island is quite fascinating. The beauty and charm of the coral reef ecosystem is an underwater paradise for snorkelling and diving lovers. So not surprisingly, if this place becomes prey for divers from different regions. Indeed, today Pahawang Island became a new tourist destination is quite popular.

To enjoy the charm of underwater scenery in Pahawang, tourists must use a motorboat rental to go to a number of snorkelling and diving spots. The coral reefs under the sea become the habitat for various species of marine ornamental fishes. The fish seemed to be wandering about back and forth between the reefs; it was an exotic sight, so stunning.

The rapid development of Pahawang island tourism is not supported by the readiness of regulation as legal protection in the management of Pahawang island tourism potential based on local wisdom. Pahawang Island is included in the administrative area of the Pesawaran Regency, causing the government to start looking at potential tourism pahawang as one of the leading tourists, but in that year the government has not been focused for the development of pahawang tourism. Various parties are concerned about environmental sustainability Pahawang Island because there are no regulations that protect this area from threatening various tourist activities there. In 2016, one of the concerned organizations of the Lampung Corporate Social Responsibility Forum started to plant coral reefs as a conservation effort in the Pahawang Island tourism area.

Tourism as economic activity becomes the more and more important place in the economy and is characterized by the addition of direct and indirect impact of development on a number of other industries (Penić et al.: 2016, pp. 181-190). Tourism is a popular global leisure activity, which has large economic value for many countries, especially in the developing world. Tourism offers opportunities for substantial growth, although success depends on the effective marketplace value, quality of the developed products and the establishment of meaningful community–private-public partnerships. The development of tourism activities in a region will affect the economic sector and encourage the development of other sectors, especially in expanding employment and business opportunities. (Nurhasanah: 2018, pp.15-20). Potential tourist area Pahawang Island at this time there is no good management. So that potential has not got protection in its management.

Conservation	Education	Community empowerment	Local Economy	Society participation
The absence of regulations for tourists not to damage the environment (coral reefs) Communities, NGOs, and governments have started to worry about the threat of increased Pahawang tourism activity The absence of comprehensive planning for the development of Pahawang Island Ecotourism	The absence of educational activities for tourists on the island of Pahawang which must pass through regulations and TIC (tourist information centre)	The indigenous people of Pahawang Island have begun to benefit from the tourism activities, but the benefits are more dominantly felt by outsiders Pahawang who do tourism business in Pahawang, such as guide, boat owner, owner of snorkelling equipment	The local economy is growing in the form of homestay, food stalls, boat rentals Undeveloped local economies, namely souvenirs, creative economy, guide	Community participation in the conservation of mangroves and coral reefs

Table 1: Pahawang eco-tourism issues

Great community involvement in tourism development in Pahawang Island. Local people are the main drivers and direct beneficiaries of developed tourism, so in this case, the capacity building of the community must be done in tourism development. The role of society, in general, is to participate in maintaining a good

environment, conducive security, friendly and earthy as in the rules of the tour like a charm. They should preserve the original, authentic elements. They should cherish a maximally open and constructive relationship.

DISCUSSION

Contacts between tourists and local people should be spontaneous. It is necessary to cherish an exchange of ideas about all problems that may become the subject of public discussion. That means that the atmosphere of positive influence between tourists and local people needs to be created. Observing, learning, and value respect make the base of tourists' visits. Therefore everything that is valuable, attractive must be preserved. Moreover, new attractions in the spirit of ecotourism destination must be created. Besides the community is also a direct manager on tour on the island of Pahawang. This led to changes in the pattern of community activities, from fishing and farming activities to tourism activities, especially on Saturdays and Sundays.

The roles of the community in the development of Pahawang Island Tourism: include: (1) providing homestay lodging facilities, there are about 30 homestays owned by the community, (2) provide food and drink to tourists; (3) renting water tourism equipment, snorkelling; establish forums and forums for dialogue among community leaders for the development and management of tourism; and (4) conducting joint deliberation in tourism management of Pahawang Island with Pahawang Island community, Regency Government, Regional representative council.

In the meantime, the roles of government in tourism development Pahawang Island include: 1) giving support and participate in counselling group Sadar Wisata (a tourism community program) that has been formed local community Pahawang, 2) provide support facilities of lodging supporters include equipment such as mattresses for a homestay, snorkelling equipment, waste bins, mountain bikes and more, 3) determination of ship rules and ship rate, 4) implement promotions through exhibition tours to attract Indonesian and foreign tourists, 5) realizing the formation of cooperatives, 6) tourism safety and security training, 7) since 2016 (new government) to make tourism as a leading sector, and 8) first time will carry out the event Pahawang festival, in November 2016, as a tourism event with an island roaming agenda, photography competition, ornamental boat races, and Pahawang adventure.

Figure 3: Diving in Pahawang Island

Based on the roles of society and government described above, there is no clear specification in the regulation of potential tourism management of the Pahawang Island area. This causes uniformity in the management because it is managed by each community owner of the Pahawang Island area, which has tourism potential such as snorkelling and diving places.

CONCLUSION

Based on the above explanation, it can be concluded that the potential management tourism in Pahawang Island is located in a bay where the waters are so clear, making the beauty of the sea around the island is quite fascinating. The beauty and charm of the coral reef ecosystem is an underwater paradise for snorkelling and diving lovers. The coral reefs under the sea become the habitat for various species of marine ornamental fishes. The fish seemed to roam about back and forth between the reefs, an exotic and spectacular sight.

Besides that, regulation of potential management of the pahawang island tourism area is not supported by the readiness of regulation as legal protection in the management of Pahawang island tourism potential based on local wisdom. Pahawang Island is included in the administrative area of the Pesawaran Regency, causing the government to start looking at potential tourism pahawang as one of the leading tourists, but in that year the government has not been focused for the development of pahawang tourism. Various parties are concerned about environmental sustainability Pahawang Island because there are no regulations that protect this area from threatening various tourist activities there.

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Analysis of Structural-Semantic and Cultural Aspects in English, French and Russian Anecdotes

Análisis de aspectos culturales y semántico-estructurales de anécdotas en ruso, francés e inglés

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RESUMEN

El propósito de este estudio es identificar y comparar las características estructurales, semánticas y culturales de las anécdotas para revelar sus similitudes y diferencias en los idiomas inglés, francés y ruso. Basado en el análisis de un pequeño corpus de anécdotas, el presente estudio exploratorio pretende identificar tipos de relaciones léxicas como la homonimia, la polisemia y la paronimia y sus características lingüísticas. Los hallazgos muestran que una característica común del humor nacional ruso, inglés y francés, puede considerarse una crítica.

Palabras clave: Análisis comparativo, análisis estructural-semántico, anécdota, humor.

ABSTRACT

The purpose of this study is to identify and compare the structural-semantic and cultural features of anecdotes to reveal its similarities and differences in the english, french and russian languages. Based on the analysis of a small corpus of anecdotes, the present exploratory study intends to identify types of lexical relations such as homonymy, polysemy, and paronymy and their linguistic features. The findings show that a common feature of russian, english, and french national humour can be considered as criticism.

Keywords: Anecdote, comparative analysis, humor, structural-semantic analysis.

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INTRODUCTION

Humour refers to a particular type of comic, blending mockery and sympathy and reflects the nature of human life and behaviour, history of society, countries, nations, religion, and politics, life philosophy of society, and social and economic structure of the world. Jokes, anecdotes, and caricatures are just some vivid examples of the illustrative embodiment of humour. Since humour comes mostly in the form of anecdotes, this genre is analyzed in the study.

Despite the considerable amount of previous studies on humour (Weisgerber: 1973, pp. 157-172; Ibrahimova et al.: 2017, pp. 626-633; Yang et al.: 2017, pp. 1454-1474) and lexical relations (Gilmutdinova et al.: 2016, p. 7; Gafiyatova et al.: 2016) there has been relatively little research in the identification of structural-semantic and cultural similarities and differences in anecdotes of different languages. This fact opens up a new perspective for discussion and investigation of this specific area. In this regard, the current study aims are to identify and compare the structural-semantic and cultural features of anecdotes in English, French and Russian languages to be able to reveal the peculiarities of national values, humour, and character in the representation of the three peoples within this genre (Svanberg et al.: 2019, pp. 96-119). Drawing on it, the research questions of the current study are the following:

1) What kind of structural-semantic and cultural features do English, French, and Russian anecdotes have?

2) Are there any similarities and differences in the three languages concerning the structural-semantic and cultural features of anecdotes? If yes, what are these?

METHODS

The selection of anecdotes for the study was based on their similar and different linguistic characteristics in the semantic field, focusing attention on types of lexical relations: homonymy, polysemy, paronymy (Yilmaz et al.: 2016, pp. 195-198; Yusupova & Dunaeva: 2016; Aarons: 2012). It was analyzed 10 English, 10 French, and 10 Russian short anecdotes.

The method of structural-semantic analysis was applied to investigate the specifics of semantic language based on the use of polysemantic words, homonyms, paronyms, word-formative models, and changing the phonetic shape of words. As an illustration, sample analysis is given the structural-semantic analysis of anecdotes. It was identified how many types of lexical relations were found in the short anecdotes. Comparative analysis was used to define the context of English, French and Russian anecdotes on the ground of six narrative elements of anecdotes and to reveal the peculiarities of national values and character in the representation of the three peoples (Petersen et al.: 2019; Wardhana & Hati: 2017, pp. 64-68).

RESULTS

The data obtained from this study revealed that the phenomenon of homonymy, polysemy, and paronomasia received different distributions in the English, French, and Russian languages. The structural-semantic analysis of homonyms demonstrated that the full homonyms are most frequently encountered in the English and French anecdotes as the phenomenon of conversion and short word-forms: The police officer had a fine time with the traffic violator.

The anecdotes of the French language include mostly homophones. It shows a simplification of consonant groups and the total reduction in length of words due to the loss of the sound [ə]: Le serpent mord ET C’est la mort sûre [It's the snake that bites its tail]. However, such anecdotes can meet in the English language with different designations on a letter, having the same vowel, consonant sound, or diphthong. Homoforms are a

visible feature in the Russian language aided by the presence of multiple forms of the same words and for English that is due to the conversion. Here, the example of the Russian anecdote:

– Чтоделаешь, ВасилийИванович?
– Оперу пишу, Петя.
– Но ты же нот не знаешь?
– Ничего, оперпоймет.
[– What are you doing, Vasily Ivanovich?
– I'm writing the opera Petya.
– But you don't know the notes, do you?"
– Never mind, an authorized operative will understand.]

The following factors such as fixed stress, the use of capital letters for differences in the meaning of two similar words and conversion impact on the wide circulation of the anecdotes with homographs in the English language: While travelling, Jack pissed off everyone in the group with his stupid anecdotes. They finally deserted him amidst the journey. Now Jack is amidst the desert of Sahara. The frequent use of homonyms in the anecdotes is observed in the French and English languages promoted by French or English semiotic autonomy words and French grip. For example, Les Anglais Sont très gentils entre eux. Car Souvent Ils se dissent: “merci de Votre bon thé” [The English are very nice to each other because they often say to themselves: "thank you for a good tea"].

As a result of structure-semantic analysis of the anecdotes based on paronymy, it was found that this phenomenon is extra-linguistic and, due to this feature, receives the same development in the three languages. Consider the anecdotes below:

1) Presently, I am working with a landscaping company as a dirt compressor. It is just a tamp job.
2) Une petite fourmi Rencontre Une Grosse Fourmi ET Elle Lui dit: -Ben, Vous Alors, Vous êtes fourmidouble [A little ant meets a big ant, and she says to her: -Well, you are double ant].
3) Лев обращается к Тигру: - Ну, как новый укротитель?
- Пожуем – увидим…

[The lion addresses the tiger: "How did you like your new tamer?" – “Let's wait and see”, he said, chewing something.]

Polysemy has become common in all three languages due to the development of lexical polysemy. However, polysemy is most typical for the English anecdotes, showing both lexical and grammatical ambiguity as well. There is the following example:

-“Don't go”, said the manager. “I promise there's a terrific kick in the next act”.
-“Fine”, was the retort, “give it to the author”.

The presence of the interlocutor that he misunderstood the replica is based on the polysemy of the noun ‘kick’.

The comic technique is primarily used in the creation of anecdotes to enhance the comic effect. The analysis of the different types of anecdotes determined that comic techniques such as ‘contrast’ and ‘deviation from the norm’ are particular for the anecdotes because they are based on the principle of disappointed expectations (contrast) or comic shock (Davies: 1990). The first type is characterized by a sharp clash of wordplay where the initial understanding is suddenly changed by another: Раньше носили платья до пола, а теперь – до признаков пола [Before, dresses used to be worn to the floor, but now – to the distinctive-feature of the gender]. However, the phenomenon can be superficially surprising and understandable in a comic shock:

-Девушка, как вы прекрасны в этом
вечернем туалете!
- Мужчина, вы что себе позволяете?!
Закройте дверь!
[- Lady how beautiful you are in this evening gown (“вечерний туалет”;”туалет”-“toilet”)!
- Man, what are you doing? Close the door!]

The following comic techniques can be expressed by contrast and deviation from the norm, and grotesque, exaggeration, parody, surprise and contradiction, as well. Itappearsthetechnique ‘contrast’:

- Как вам нравится мой новый муж?
- Вам все идет.
[-How do you like my new husband?
-Everything suits you.]

The next anecdote is based on the technique ‘grotesque’: Elle S'est acheté UN téléphone portable, parce Quelle ne rentre plus Dans les cabines téléphoniques [She bought a cell phone because she doesn't fit into the phone booths anymore]. The English example represents the technique ‘deviation from the norm’: A bloke went out for a walk. He comes to a river and sees another bloke on the opposite bank. “Yoohoo” he shouts, “how can I get to the other side?” The second bloke looks up the river then down the river then shouts back, “You are on the other side”.

Further, considerable attention is given to the specific cultural characteristics identifiable in English, French, and Russian anecdotes.

Comparative analysis of English, French, and Russian humour showed some national-cultural specificity in the context of the anecdotes. The English national humour is characterized by such features as restraint, integrity, the focus on small details, the prevalence of the wordplay, and pantomime. The French national humour is distinguished by straightness, the prevalence of the wordplay, sarcasticness, and self-criticism. The Russian national humour is based on irony, social protest, self-criticism of a global nature and world problems, and the prevalence of ethnic humour. There is an example of self-criticism:

- Простите, вырусский?
- Судяпозарплате - да.
["Excuse me, are you Russian?"
– Yes, according to the salary.]

The distinctive features of English national character in the anecdotes can be considered as diligence, patriotism, traditionalism, conservatism, realism, respect for authority and the rule of law, individualism, kindness, sluggishness, politeness, and calmness. As an example of the English people’s persistence and discipline, the anecdote is given below: Doing a job right the first time gets the job done. Doing the job wrong 14 times gives you job security. The next anecdote points out the peculiar features of the French national character such as belief in abstract ideas, levity, indiscipline, frankness, passion for new things, tenderness, eternal romantic nature, the tendency to increase expressiveness, optimism, and kindness:

- Quelle est la différence entre un Homme et Paris?
- Paris est Toujours Paris!
[- What's the difference between a man and Paris?
- Paris is always Paris!]

The Russian national character is formed such lines as the dependence of public priorities from the modern government, the destruction of authorities, and the tendency to increase expressiveness, straightness, and pessimism. The following anecdote ridiculed the attitude of an employee to work:

Если русский человек решил ничего не делать, то его не остановить. [If a Russian person has decided nothing to do, there is no stopping one.].

Based on the analysis of the anecdotes it was found that Russian and French people have some similar characteristics, for example, the susceptibility to mistrust authorities and the tendency to increase expressiveness, while Russian and English people are having only one shared characteristic: individualism. It is possible to say that Russian and French people have common features. The evidence for this is that Russian enjoyed the French literature in the XVIII century and their culture.

The obtained results from this study showed that alcoholic drinks and food are common topics of anecdotes. As for English national alcoholic drinks, whiskey, beer, and wine are popular. In France, it is wine, and in Russia it is vodka. There is a stereotype which determines English and French attitude to drinking as the drinking culture. The Russian drinking culture is not yet developed, and it became the subject of the anecdotes. Find the examples below:

1) - Каждый день я хожу в магазин и покупаю водку. Доктор, скажите, яшопоголик?
[Every day I go to the shop and buy vodka. Doctor, am I a Shopaholic?]
2) - How did you return from the whisky tasting at the pub yesterday?
- As lightning!
- That fast?
- Nope - more or less like the shape - in ziq-zag!
3) - Le Miel de l'amour qu'on boit jusqu'à se griser.
- C'est cela que l'on nomme le vin de l'été.
[- The honey of love is we drink until we get drunk.
- That's what we call Summer Wine.]

The topic ‘food’ has national features and characteristics such as the importance of etiquette, the problem of weight, the habit of eating out among the English people: a taste for good food and passion for restaurants and cafes. The habit of eating out among the French and Russian people shows simplicity (bread – the criterion of fullness) and the habit of power-house. The importance of etiquette played out in the following English anecdote:

The drowning man is screaming to the passerby: “Excuse me, Sir, I'm sorry to bother you, but I wondered if you wouldn't mind helping me a moment as long as it's no trouble of course”.

Here is the example of the anecdote in which the object becomes the exquisite taste of French language:La France C'est le pays du Fromage, autant de fromagesque de jours Dans l'année pour en manger – 365 variétés [France is the country of cheese, as many kinds of cheese as there are days in the year to eat it – 365 varieties]. Given attention to all examples of the anecdotes, it is possible to say that the peculiarities of national values in the representation of the three people reveals an essential role in international connection, regarded as key to the perception of ethnical ‘world vision’.

DISCUSSION

The findings on structural-semantic and cultural features English, French and Russian anecdotes have, it has been shown that linguistic features such as conversion, semiotic autonomy words, fixed stress, and grip effect on the prevalence of the anecdotes using one of this linguistic phenomena. The application of polysemy and homonyms are frequently observed in English anecdotes while Paronymys are equally employed in all

three languages owing to extra-linguistic factors. Moreover, the analysis of the corpus undertakes cultural features and some national cultural specificity, reflecting national humor and values of three ethnicities.

To answer the second research question of the study (whether there any similarities and differences in the English, French and Russian languages about structural-semantic features of the anecdotes), it was found that the Russian language has less typical the anecdotes with using the full homonyms because of the predominance of the long word-forms in the language. Homophones are spelled, however, the pronunciation is different in Russian. It expresses differently in English and French, using the ambiguity of words and phrases based on a small semiotic autonomy of words. As for the French language, homophones are met in the anecdotes very seldom. It is since the phenomenon of conversion has not got wide distribution in this language. However, homographs are even more rarely used in the anecdotes because of the fixed stress. Thus, it can be suggested that the greatest number of anecdotes is based on homonyms in the English language.

Regarding similarities and differences of cultural features in the anecdotes, the corpus showed that criticism can be seen as a common feature of Russian, English, and French national humor. Despite Russian, English and French humor include the highest form of humor as a pun. As for the national character of the three languages, it was found that the Russian and French people have some similar characteristics such as mistrust authorities, individualism, and the tendency to increase expressiveness. Only one shared characteristic was revealed between Russian and English people and this is individualism. Besides, there are similar features of English and French nationalities which are characterized by individualism and kindness. Furthermore, the English, French and Russian anecdotes reflect the formation of the national picture in the semantic organization of the humorous text. Thus, it represents different national values and etiquette norms in the three cultures which should be acknowledged to avoid difficulties incomprehension of the national humor.

CONCLUSION

The present genre-based case study has identified important issues in the genre of anecdotes. Associations existing between the meaning of the words, or their lexical or semantic relations can be formed in the humorous texts and can create a humorous effect on the reader. Based on structural-semantic and comparison analyses, it may be claimed that English anecdotes are characterized by frequent usage of wordplay as the lexical wealth of the English language includes the availability of homonyms. The examples of the French and Russian anecdotes are increasingly based on polysemy.

Anecdote’s comprehension within the limits of cultural dialog plays a significant role in international communication. The study of national humor specificity, character, and values enables us to define the differences in cultural mentalities as well as to find out facts that would help to be a successful participant in a conversation. It is recommended that further research should be undertaken in the following areas: the emotional basis of anecdotes (metaphor, epithet) and the use of anecdotes stereotypes.

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Allusive Proper Names in the 13th Century Poem "Kissa-I Yusuf" by Kul Gali

Nombres propios alusivos en el poema del siglo XIII "Kissa-I Yusuf" por Kul Gali

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RESUMEN

El artículo presenta los resultados de un estudio de los nombres propios alusivos que funcionan en el texto literario del siglo XIII "Kissa-i Yusuf" por Kul Gali. El propósito de la investigación presentada en este artículo es encontrar y analizar el uso de nombres propios alusivos en el poema "Kissa-i Yusuf" (Cuento de Yusuf). Para estudiar una combinación de métodos descriptivos, comparativos históricos y funcionales-estilísticos. El estudio muestra que en el poema del siglo XIII "Kissa-i Yusuf" de Kul Gali hay nombres propios que expresan la intención del autor y representan la forma de transmitir la concepción del autor.

Palabras clave: Historia del lenguaje Tártaro, Kissa-I Yusuf, nombres alusivos, onomástica estilística.

ABSTRACT

The article presents the results of a study of the allusive proper names functioning in the 13th-century literary text "Kissa-i Yusuf" by Kul Gali. The purpose of the research presented in this article is to find and analyze the use of allusive proper names in the poem "Kissa-i Yusuf" (Tale of Yusuf). For studying a combination of descriptive, comparative historical and functional-stylistic methods. The study shows that in the 13th-century poem "Kissa-i Yusuf" by Kul Gali there are proper names that express the author's intention and represent the way of conveying the author's conception.

Keywords: Allusive names, history of the Tatar language, Kissa-I Yusuf, stylistic onomastics.

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INTRODUCTION

The creative heritage of the outstanding Turkic poet Kul Gali takes a special place in the history of Tatar's written culture. His poem "Kissa-i Yusuf" was written at the beginning of the 13th century and was widely distributed among the Turkic-speaking peoples of the Volga and Ural regions in manuscript form. In the 19th century, Kul Gali's poem was included in the well-known catalog of Heinrich Leberecht Fleischer, the German Orientalist, bibliographer, professor of oriental languages at the University of Leipzig. It signifies the recognition of the poem by the largest orientalists in Europe. In 1983, the world community represented by UNESCO celebrated the 800th anniversary of Kul Gali and the 750th anniversary of his poem "Kissa-i Yusuf". For this occasion, a complete compilation of the poem in a new textual edition was prepared (Gali: 1983, p. 542; Bulgakov: 1994, pp. 58-69) and conferences along with the numerous ceremonial scientific events were organized in Kazan.

Despite the rich history of the "Kissa-i Yusuf" poem's study, certain aspects of its linguistic structure remain relevant up to this day. So, the onomastic aspect of the poem has not yet been investigated. This determines the relevance of the present work. The proper names are the subject of particular interest. In "Kissa-i Yusuf" we observe a big variety of names. Most of them are religious proper names, as the poem presents a biblical scene about Joseph the Fair. This scene subsequently formed the basis of the 12th chapter (Surah) of the Quran "Yusuf".

The purpose of this work is to demonstrate the specific characteristics of the allusive proper names' semantics in the language of the poem "Kissa-i Yusuf", and to analyze the allusive proper names in the semantic-grammatical and semantic-stylistic aspects of their functioning in the poem. The subject of research is the Old Turkic language of 13th-century fiction. The scope of the study is the proper names of the poem "Kissa-i Yusuf", which have signs of allusiveness.

A study of the onomastic lexicon development history and the lexico-stylistic categories of the Old Turkic and modern Tatar language are carried out in the researches of Galiullina G.R. (Galiullina: 2008, p. 349), Yusupov A.F. (Yusupov et al.: 2019, pp. 1125-1131), Kuzmina H.Kh. (Khatipovna Kuzmina: 2019, pp. 847-854), Nurieva F.Sh. (Nurieva et al.: 2019, pp. 746-751) and others. Some aspects of this topic are reflected in the works of Gabdullazyanova G. I. (Gabdullaziyanova et al.: 2019), Khadieva G. K. (Kamilovna Khadieva et al.: 2019, pp. 802-808), Abdrakhmanova A. A. (Abdrakhmanova et al.: 2016, pp. 190-193), Zabavnaya and Zamaletdinov (Zabavnova & Zamaletdinov: 2018, pp. 176-184), Kamalieva A. (Kamalieva: 2019, pp. 97-100) and others

METHODS

For studying the semantic structure of proper names and their genesis, a combination of descriptive, comparative-historical, and functional-stylistic methods was used.

Using the descriptive method, the procedure of initial analysis and presentation of the material was carried out. The comparative-historical method made it possible to identify the general and particular in the historical development of the Old Turkic and Tatar literary languages. The semantic-stylistic, functional-semantic, and contextual analysis was used to determine the basic principles of the literary text organization and to identify the author's intention, as well as to study the functional semantics of proper names.

RESULTS

In modern linguistics, the term "allusion" refers to complex terms. In general terms, the allusion is a stylistic figure created by the author based on an extralinguistic presupposition, which is familiar to readers, and their background knowledge about the described subject. Allusive proper names can evoke a mental picture associated with them by certain features and representations. However, this is not a comprehensive interpretation of the concept. According to Tsyreneva A.B., "An illusion is considered either from the perspective of intertextuality (as a precedent text), or from the position of cognitive linguistics (as a mental unit), or the position of stylistic devices (as a figure of speech)" (Tsyrenova: 2010, pp. 13-19). The author suggests introducing another aspect of the study of allusions: One more criterion, such as "an attribute", can be included in the classification. The augmented classification will look as follows: an allusive name connecting a literary character with his/her prototype is formed as a result of comparison by a) appearance; b) personal qualities; c) actions and deeds; and d) the presence of an "attribute". It also emphasizes that the allusion serves as a means of transmitting information in a more concise form. At the same time, agential common nouns have signs of allusiveness, and these two scientific concepts often intersect.

> The concept of Nomina Agentis is not defined clearly by linguists since the broad and capacious semantic category behind this concept covers diverse sections of the language system. The concept of Nomina Agentis has become more complicated so far, which reflects both more complicated human activities and the more complicated perception of a human as a subject of activity. The development of linguistic ideas based on many studies conducted in various languages has led to the emergence of numerous linguistic interpretations of the figure, reflecting its sides or aspects, – points out A.F. Drozd (Drozd: 2014, pp. 32-39).

In this respect, the lexical level of the language is particularly indicative and less developed, namely, the semantic nature of proper names' representation. Modern linguistics has developed a common point of view on a personal name's semantics: modern scientists recognize the presence of semantic potential in proper names. The semantics of proper names reflects not only linguistic but extralinguistic information as well. Name motivation is directly related to a non-linguistic situation in most cases. However, in some cases, it is the result of motivation that can affect the structure of the language. So, for example, the appearance of new names in peculiar forms is directly reflected in the language, which gradually leads to phonetic, derivational, and semantic variation.

The semantics of proper names represents a complex set of linguistic and extralinguistic information. When the characteristics based on associations are included in the nominal name's meaningful structure, it becomes closer to a proper name with its subsequent transformation into a proper name. In this case, several stages of change occur. The situational occasional names, used for stylistic purposes, become the connecting link between a common noun and a proper name. Based on the indicative characteristics' commonality, a metaphorical transfer of the meaning from the nominal name to the proper name occurs, and the meaning of this connection is determined by the context. As a result of this process, allusive proper names arise.

Thus, when analyzing the allusiveness of proper names used in Kul Gali's poem "Kissa-i Yusuf", we went by modern studies on the semantic aspect of lexical core.

As it is known, the poem is based on the Biblical and Quranic plot of Joseph the Fair. The proper names have a special place in the poem of Kul Gali. Starting with the prophetic ones (Muhammad, Mustafa, Ishaq, Ibrahim, Ismagil, Yaqub, Yusuf, etc.), which do not have a remarkable evaluative representation, the author gives Turkic names. The latter plays a special role in the narration. So, Yusuf has 11 brothers - 10 on his paternal side and one (younger) - half-brother. In the glosses of G. Utyz-Imyani the poem's critical text compiler (in 1825), the Quranic names of the brothers are listed as follows: Yahuda, Rauil, Shamgun, Lyavi, Rayalun, Yashzhar, Dan, Yavsal, Zhadun, Ashir, Yusuf, Ibne-Yamin. Five of them appear in the poem: Yahud, who

saved Yusuf from the wrath of his brothers; Rauil, Shamgun - the most heartless among others; Ibne-Yamin, the younger brother of Yusuf. Among the brothers, Yahud and Ibne-Yamin (Bunyamin) are distinguished by a warm attitude towards Yusuf. The latter is especially close to Yusuf: having parted with him in infancy, Ibne-Yamin keeps the sadness of losing his brother in his soul all his life. Years pass, Ibne-Yamin becomes an adult man. We do not know what he has been doing all these years, but this is not the most important aspect in the description of Yusuf's beloved brother. His artistic specification is different: to show devotion to his brother, the memory of whom he enshrined in the names of his children. Kul Gali, unlike his predecessors, who wrote works on this plot, noticed the great artistic possibilities of this detail. He changed the texture, rounded the number up to twelve, invented the names for all the children, and turned their listing into a solid moral code of a character. The following names of the Ibne-Yamin's children are mentioned along with characteristics of each name given by father:

Dingiz (Sea) - as Ibne-Yamin cried a lot near the sea recalling his sibling (allusive and evaluative meaning of the loss); Qurd (Wolf) - he caught the wolves that allegedly ate Yusuf (allusive and evaluative meaning of retribution); Quyug (Well) - he searched for Yusuf in the wells (allusive and evaluative meaning of the loss); Qan (Blood) - he cried, seeing his bloodied shirt (allusive and evaluative meaning of grief); Gür (Grave) - Ibne-Yamin wept for a long time over the graves, thinking that his brother was dead (allusive and evaluative meaning of grief); Därd (Suffering) - he suffered for a long time (allusive and evaluative meaning of grief); Gar (Cave) - he looked into the caves, hoping to find Yusuf alive (allusive and evaluative meaning of the loss); Arslan (Leo) - he caught lions and asked them about his brother (allusive and evaluative meaning of retribution); Farid (Lonely) - meeting lonely people, he consoled them (allusive and evaluative meaning of loneliness); Garib (Outlander) - cried, seeing the strangers yearning for their homeland (allusive and evaluative meaning of loneliness and empathy); Qaygu (Grief) - cried, seeing the sorrow of people (allusive and evaluative meaning of empathy); Qol (Slave) - was merciful to the slaves (allusive and evaluative meaning of empathy).

Thus, proper names function as an individualizing nomination. Each of these proper names has an agentic, allusive-metaphorical meaning of situational assessment which activates another semantic meaning.

Yusuf, surprised by such unusual and complicated names, asks his brother at the meeting: "Why did you give such names? Why did you consider it necessary to give exactly these names?" Ibne-Yamin replies to that: "Due to my longing for you. They remind me of you".

As the context shows, these names are deeply connected with the character's pieces of experience. They are ordinary, with dark and sometimes frightening energy, they are directly opposed to the high style of Muslim names. That is why these lines were omitted by G. Utyz-Imyani, the poet of the 18th century, and the compiler of the critical text from the poem's manuscripts. N.Sh. Khisamov emphasizes:

> Since the poem was a role model in the naming of the Tatar people, the editor of the 18th century, considered the uninitiated by Islam onomasticon to be a harmful source and omitted it when compiling its final version. An educated man of the day, of course, knew the oriental sources of the poem well and did not accept Kul Gali's authorial liberty in transmitting the number of children of a famous character and interpreting their names (Khisamov: 1979, p. 256; Yaman: 2007).

The names of the Ibne-Yamin's children have a distinct artistic and stylistic function, as they help to reveal the image of a sentimental character in particular and the ideological problems of the poem in general (in this case, there are numerous repetitions of the motive of fidelity and devotion in fraternal relations).

The next Turkic name Qılıch / Kylych (Sword) belongs to an Ethiopian slave. Unlike other supporting characters, Kylych has a rather detailed portrait-description - black-faced, strong, cruel. The dark complexion serves to emphasize the cruelty of the slave rather than his racial and national identity, because he brutally beats Yusuf, praying near his mother's grave, which brings terrible misfortune to the caravan. The author sharply condemns the slave who beats his mate (Kylych and Yusuf are both slaves), and only repentance

helps him and others withstand the hurricane sent down by Allah for humiliating the future prophet Yusuf. In this case, the name Kylych (Sword) has an allusive and evaluative meaning of cruelty:

"There was a slave by name Kylych // Most terrible of all, he knew one law // Control by anger those handed to him // So far Yusuf was assigned to him."

Thus, the Turkic names used in Kul Gali's poem "Kissa-i Yusuf" express an allusive-evaluative signification. They are mostly in the negative zone of the assessment scale, giving the speaker (the subject of assessment) a wide choice for manifesting the meaning of grief, loss, loneliness.

DISCUSSION

The proper name has a big internal potential of nomination. It can accumulate extralinguistic information in its denotative meaning which becomes a part of the proper name semantics as a result of logical procedures of analysis and generalization. Being a part of a literary text, a proper name, as an onomastic unit, can obtain a stylistic function. This article has demonstrated the allusion formation process in Turkic proper names formed from common nouns. It should be noted that this process involves the author's intention. Implementing the author's intention the poet Kul Gali used the process of naming according to the main idea of his work.

CONCLUSION

In the 13th century poem "Kissa-i Yusuf" by Kul Gali there are proper names of Turkic origin that express the author's intention and represent a way of conveying the author's intention. Each of these proper names has an agentic, allusive-metaphorical meaning of situational assessment which activates another semantic meaning. These names have a distinct artistic and stylistic function, as they help to reveal the image of a sentimental character in particular and the ideological problems of the poem in general.

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Test Control in the Process of Teaching Russian as a Foreign Language

Control de pruebas en el proceso de enseñanza del ruso como lengua extranjera

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RESUMEN

El artículo está dedicado a los problemas de estudiar las funciones del control de pruebas, el papel de los estudios de resultados y el ajuste del contenido de la capacitación. El trabajo de procesamiento de información basado en los resultados de las pruebas ayuda a identificar dificultades universales y léxico-gramaticales. El objetivo del estudio fue descubrir la relación entre los resultados del análisis lingüístico comparativo, la sistematización de errores en las pruebas y el logro del objetivo principal de la capacitación. Se concluye que el control de prueba siempre tiene un carácter de entrenamiento en el sentido amplio del término.

Palabras clave: Competencia comunicativa, control de pruebas, errores típicos, ruso como lengua extranjera.

ABSTRACT

The article is devoted to the problems of studying the functions of test control, the role of results studies in the adjustment of training content. The information processing work based on the results of testing helps to identify both universal difficulties and lexical-grammatical and speech material. The study aimed to find out the relation between the results of comparative linguistic analysis, the systematization of mistakes in testing, and the achievement of the main purpose of training. It is concluded that the test control always has a training character in the broad sense of the term.

Keywords: Communicative competence, russian as a foreign language, test control, typical mistakes.

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INTRODUCTION

The methodology of teaching Russian as a foreign language considers the main purpose of the process as the achievement of a certain level of communicative competence by students, which includes several components. Many researchers mention such components of communicative competence as speech, language, subject, country studies, socio-cultural, sociolinguistic, etc. Among them are Himelfarb (Himelfarb: 2019, pp. 151-163); R.A. Fahrutdinova, I.E.Yarmakeev, R.R. Fakhrutdinov (Fahrutdinova et al.: 2014, pp. 36-46); M.Yu. Varlamova, T.G. Bochina, A.N. Miftakhova (Varlamova et al.: 2016, pp. 190-194).

The formulation of the learning goal through the concept of communicative competence demands periodic testing, the positive results of which are an objective confirmation of the success of the entire learning process. In addition to control functions, the testing process has several other functions: educational, motivational, research, diagnostic, etc. Diagnostic function, common to all forms of control allows us to determine mistakes and to identify the most typical mistakes after the analysis. This, in turn, makes it possible to diagnose the learning system in which language training was functioning and adjust it accordingly.

Large material is received from the analysis of test results in large groups of students, homogeneous in terms of age, national characteristics, conditions in which the process of learning took place, and which were before the testing process. It allows adjusting the content of training according to the program of a particular level, to coordinate training tactics, as well as to prepare guidelines for the organization of the entire learning process. Much attention was paid to this fact in the works of Abramova (Abramova et al.: 2013, pp. 99-103). The analysis of the most typical mistakes, carried out according to the results of the test, helps to identify both difficulties of a universal nature, and lexical-grammatical and speech material that causes interference, which is of particular difficulty for foreign students.

The understanding of the achieved level of mastering the grammar of the studied language, understanding the mistakes, shortcomings in the work, and new tasks are very important in the process of learning the language by adult students. It was studied in the following work by I.E. Yarmakeev, T.S. Pimenova (Yarmakeev & Pimenova: 2014, pp. 26-35). In other words, test control always has an educational aspect in general meaning.

METHODS

The methods used in the research are descriptive, comparative, lexical, and semantic analysis, and the method of component analysis.

This work aimed to find out the relation between the results of comparative linguistic analysis, the systematization of mistakes in testing, the realization of the intentions set by the standard of a certain level.

The actuality of this work can be explained by the importance of studying the functions of test control, the role of test results studies in the adjustment of training content to the program of a particular level, and training tactics.

RESULTS

The problem of determining foreign language proficiency levels is particularly relevant in connection with the expansion of international cooperation and integration of Russia into the European educational space. The European system of language levels, based on a communicative approach and including all types of speech activity, has been developed for modern languages. It is reflected in the European document published in Strasbourg (Council of Europe: 2001).

Russian language standards, programs, lexical minimums, and control and measurement materials have been created, including six certification levels of Russian language proficiency. The problem was studied in

Standards tests for six levels for Russian as a foreign language, for example, we may take (Rasskazova: 2017). Special types of mistakes called "the mistake of the level" appeared. The first certification level involves the knowledge of the use of the nouns and adjectives case system. Accordingly, if the user has not formed this skill, we can say that they have mistaken of the first certification level.

The quality of mistakes and their number in speech, i.e. density, frequency, and so on, also affect the result of the speech product. Qualitative indicators formed the basis for criteria for evaluating the level of training in productive and receptive types of speech activity during testing Russian as a foreign language. This problem was studied in the work by J.V. Kapralova, E.G. Shtyrlina, Y.V. Diaz (Kapralova et al.: 2019).

Various studies are conducted based on mistakes: linguists traditionally use mistakes to research in the field of comparative linguistics, psychologists – in the field of development of the theory of speech activity in General, methodologists, and psycholinguists – in the field of solving problems related to the content of the learning process and the quality and effectiveness of students ' activities in mastering a foreign language.

The most common basis for classifying mistakes in the speech of foreign students in lingua didactic practice is mistakes related to aspects of the language: - phonetic aspect (phonetic, rhythmic-intonation errors) - grammatical aspect (morphological, word-forming, syntactic errors), - lexical aspect (violation of lexical compatibility, incorrect word usage, misunderstanding of the phenomenon of polysemy, mistakes in the use of synonyms, homonyms, antonyms, paronyms).

Taking into account the priority of communicative competence allows using the language system for perception and reproduction in oral and written forms. It should also be noted about the need to study the entire volume of lexical and grammatical mistakes associated with violations of not only grammatical, but also lexical norms, with violations of accuracy, clarity, logic of word usage, with a misunderstanding of the semantics of the Russian word, lexical compatibility, the polysemy of words, synonyms, antonyms, homonyms, and others.

Analysis of the most frequent mistakes that are found in the test subjects in oral and written speech shows that students often have difficulties in solving certain communication problems. The same difficulties they have when expressing the intentions of a certain standard level. These difficulties may be caused by the following factors: interference of the native language or intermediary language (often English); insufficient training of grammatical forms at the receptive level; lack of certain knowledge about the correspondence of grammatical forms to certain situations where they should be used; the unformed skill of productive oral and written speech, which dramatically increases the number of lexical and grammar mistakes in the most productive speech; lack of choice of language material, which is a result of insufficiently formed skills of the transformation of language units, selection of synonyms, replacement of syntactic constructions with synonymous ones, etc.

The need to develop the skills of grammatically correct use of statements, both in receptive form and in reproductive and productive forms, requires constant systematic work. These skills are the basis of any type of speech activity in a foreign language. Developing these skills and controlling their degree of development are two inextricably linked aspects of learning. Awareness of the achieved level of mastering the grammar of a new language, understanding their mistakes, shortcomings in the work, and new tasks are considered obligatory in the process of learning the language by adult students. In other words, test control has always educational character in a broad sense.

Therefore, there is a need to collect and study information about the typical and most frequent mistakes in the speech of foreigners who master the Russian language. This kind of work helps to identify areas of potential mistakes and find ways to prevent them (Zubkov: 2019, pp. 51-56). The methodology of teaching Russian as a foreign language considers the main goal of training as the achievement of a certain level of communicative competence by students, and this includes several components. There are such components of communicative competence as speech, language, subject, country studies, socio-cultural, sociolinguistic, and discursive competence. Much attention is paid to this problem in Scientific and methodological essays in

the Terminological dictionary (Dolzhikova et al.: 2015, p. 93) and in the work of M.Y. Varlamova, T.G. Bochina, Sh.K. Zharkynbekova (Varlamova et al.: 2017, pp. 2502-2507).

The formulation of the learning goal through the concept of communicative competence entails periodic testing, the positive results of which are an objective confirmation of the success of the entire learning process.

Besides the control function, testing has several other functions: motivational, research, diagnostic, and so on. The diagnostic function which can be found in all types of control is shown in the fact that the control results allow us to determine the mistakes, to study them, to identify the most typical. This, in turn, makes it possible to diagnose the system of education in which the language training was conducted, and adjust it accordingly (Yüce: 2019, pp. 75-86).

A large amount of material is provided by processing test results of large groups of students who are homogeneous in terms of age, national characteristics, and learning conditions that precede the testing process. It allows you to adjust the content of training about the program of a particular level, training tactics, as well as to prepare methodological recommendations for the organization of the entire learning process. The analysis and systematization of the most typical mistakes carried out based on test results, help to identify both difficulties that have a universal character, and lexical-grammatical and speech material that causes interference, i.e., particularly difficult for foreign students from this country. Such work is extremely useful and has a positive impact on the results of subsequent testing.

The analysis of the most frequent mistakes found in the test subjects in oral and written speech shows that students often have difficulties in solving certain communication tasks and in expressing the intentions of a certain level standard. Very often difficulties are found if it is necessary to express negation, often problems are found when there is a communicative need to express the presence of something. Many mistakes occur when expressing modality (desires, opportunities, and ought) when there is a need to express the place and the direction. When it is necessary to express time, students make mistakes and do not use correctly perfect and imperfect verbs, especially in the future tense of verbs of motion. In this case, it is advisable to offer students a special test aimed at training skills of expressing intentions in which the use of this grammar must be used.

Traditionally, there are also problems when students must use numerals. They also prefer not to use the imperative forms of verbs. Students often find it difficult to express the request, advice, or invitation. That is why it may be recommended to repeat the imperative forms of all the verbs included in the lexical minimum, followed by active use of them in speech situations. It is important to create situations in which they cannot avoid the forms of the expression of requests, advice, and invitation.

Often students find it difficult to express their assessment. In this case, mistakes are caused both by incorrect use of lexical units (including the lack of the necessary lexical unit in the student's dictionary) and by unformed grammatical skills, the fact that the corresponding models of a simple sentence were not mastered. Problems with the use of verbs of motion are often caused by both the difficulty of choosing the correct verb itself and the lack of knowledge on how to use it in combination with nouns (sometimes both at the same time).

It should be noted that mistakes related to verbal (as well as nominal) management are among the most common in the oral and written speech of students. Of course, during the educational process, new vocabulary is introduced in the sequence that is determined by the solved communicative tasks, but sometimes it is advisable to make groups of lexical units according to common management to systematize grammatical material. Positive results can be achieved much faster if lists of words (verbs, nouns, adverbs, prepositions) requiring one, and the same case is offered to students. Often students demonstrate the insufficient formation of lexical skills, for example, they cannot clearly distinguish the use of reflexive and transitive verbs of the same stem.

DISCUSSION

The formulation of the learning goal through the concept of communicative competence entails periodic testing, the positive results of which are an objective confirmation of the success of the entire learning process.

Besides the control function, testing has several other functions: motivational, research, diagnostic, and so on. The diagnostic function which can be found in all types of control is shown in the fact that the control results allow us to determine the mistakes, to study them, to identify the most typical. This, in turn, makes it possible to diagnose the system of education.

The skills of grammatically correct use of statements, both in receptive form and in reproductive and productive forms, require constant systematic work. These skills are the basis of any type of speech activity in a foreign language.

Analysis and systematization of students ' mistakes in testing allow to detect the absence of a particular component of communicative competence and help to intensify the preparation of students for testing, make the learning process more effective, increases the motivation of students, and improve test results.

Students' typical mistakes represent the actual material which helps to determine an adequate strategy in the process of language learning. The results of comparative linguistic analysis serve as a scientifically lingua didactic basis for teaching a foreign language, including Russian as a foreign language. As we can see, test control always has an educational aspect in a broad sense.

CONCLUSION

Thus, we have concluded that there is a great need for pedagogical reflection in the process of collecting and processing objective information about typical and most frequent mistakes in the speech of students who master the Russian language, and it makes it possible to identify areas of potential mistakes and determine ways to prevent them.

It has been found out that there is the relation between the results of comparative linguistic analysis, the systematization of mistakes in testing and the achievement of the main purpose of training - mastery of a certain level of communicative competence for the realization of the intentions set by the standard of the certain level.

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Authentic Mass Media in the English Language Laboratory

Medios de comunicación auténticos en el laboratorio de inglés

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RESUMEN

Este artículo está dedicado al uso de medios auténticos en el proceso de enseñanza de un idioma extranjero, a saber, artículos de la prensa inglesa en la lección del idioma inglés. Intentamos determinar la importancia y la necesidad de utilizar textos multimedia y su papel en la enseñanza de lenguas extranjeras. Los autores llegaron a la conclusión de que trabajar con textos auténticos ayuda a los estudiantes a desarrollar habilidades de lectura crítica y acciones educativas universales, y también representa material relevante e interesante para el estudio, ya que los introduce al entorno del lenguaje natural.

Palabras clave: Autenticidad, idioma extranjero, medios de comunicación, texto multimedia.

ABSTRACT

This article is devoted to the use of authentic media in the process of teaching a foreign language, namely articles of the English press at the lesson of the English language. We attempted to determine the importance and necessity of using media texts and their role in teaching foreign languages. The authors concluded that working with authentic texts helps students develop critical reading skills and universal educational actions, and also represents relevant and interesting material for study, as they introduce them to the natural language environment.

Keywords: Authenticity, foreign language, mass media, media text.

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INTRODUCTION

In the modern world, the knowledge of a foreign language is impossible in isolation from the realities of life and culture of the language speaking country. Modern textbooks do not always provide a sufficient number of authentic texts and exercises that contribute to effective reading instruction. Magazines and newspapers, as the media, are an integral part of this culture. It is through reading media texts that language learners can come to understanding and mastering the features not only of the language but life as well. The theoretical basis of this work was the scientific works of Russian and foreign scientists such as T.G. Dobrosklonskaya (Dobrosklonskaya: 2008), Peng et al. (Peng et al.: 2017, pp. 2372-2385), M. Swan (Swan: 2018), D. Reah (Reah: 2002), A. Farmer (Farmer: 2008) and other honorable linguists, who contributed to the development of studying the language of the mass media. When learning a foreign language, students naturally expect the opportunity to communicate in that language.

Students' communication cannot be limited only to oral communication. Students of any foreign language should be able to listen, write, speak, and read, so the whole lesson of a foreign language should combine all these components. Harmer sees writing and speaking as productive skills, listening, and reading as receptive skills. Consider Harmer's definition of reading: "Reading is an action performed by the eyes and brain. The eyes receive a certain message of information, and the brain then deciphers the meaning of the message. Reading itself depends on the reading speed of the reader". Reading is one of the main language skills both at a foreign language lesson and in the entire learning process as a whole (Swan: 2018).

METHODS

In the course of the research we used the following methods: analysis of scientific and methodological literature on the research problem, scientific observation, a continuous sampling method that allows you to select accurate examples to illustrate linguistic phenomena; descriptive and analytical; analysis of the literature, which highlights issues related to the stylistic characterization of journalistic texts and media education; press analysis of the countries of the language being studied.

RESULTS

Teachers use authentic magazines and newspapers in the process of teaching a foreign language, because the relevance and modernity of information, the ability to use grammatical and lexical resources, as well as linguistic and regional information are integral positive factors for students. Also, the materials of modern periodicals help to get acquainted with the whole variety of genres of a journalistic style. There are two difficulties when choosing to use an authentic article at the lesson: creating a lesson can be very energy-consuming for the teacher; the text is not always interesting to students (Akbari & Razavi: 2016, pp. 105-116).

The use of authentic material in the classroom, even if the situation is not authentic, has several advantages, because the text conveys to students the information about the events in the world, thus, the educational value is realized. On the other hand, textbooks often contain typical standard texts with a small variety of genres, while authentic materials contain a wide range of text genres and encourage reading with pleasure, so topics are of great interest to students. This does not mean at all that at the lesson of a foreign language it is necessary to use only authentic texts, but, if possible, try to use less artificially composed materials. Learning texts should be realistic models of the written or spoken language of the target language.

Authentic media texts are useful helpers to improve students' reading skills and their overall level of knowledge. Currently, the newspaper has become an important way of delivering information (Gafiyatova et al.: 2016). Using articles, you can motivate students, while simultaneously training not only reading skills but also other types of speech activity. There are advantages of using media texts, but there are also several

difficulties that teachers and students themselves may encounter. Also, it is necessary to take into account the fact that there are many magazines and newspapers in English, created specifically for students of a foreign language at a certain level. In this case, it is difficult to talk about the authenticity of these media texts, therefore, sometimes for such texts, the term "simulative" or semi-authentic is used (Reah: 2002). According to Harmer, "we need the texts the general meaning of which will be clear to the students, whether they are authentic or not. But any text – authentic, semi-authentic, or educational – should be a realistic model of a written or spoken language. And if the teacher was able to find an authentic text that students can handle, then the use of such material will be very effective (Harmer: 2007). It is worth mentioning that the use of authentic periodicals (as well as semi-authentic) has its characteristics: 1) availability; 2) variety; 3) theme; 4) complexity; 5) culture and social problems. Let us examine each component separately:

Availability

Today, due to the possibilities of using the Internet, you can easily order a considerable number of both a paper magazine format and buy an electronic version. There are also specially published semi-authentic magazines that are easy to find on the Internet. For example, educational journals in English: 'Hot English Magazine', 'English Learner's Digest', 'English 4 you', and others. Such magazines are designed specifically for different levels of language proficiency. As a rule, such magazines are already equipped with a set of exercises, which greatly facilitates the preparation for the lesson for the teacher. Moreover, such magazines are often equipped with audio files and additional materials for teachers. Authentic magazines are represented in all the variety of their genres, both local magazines, and international ones.

Variety

English periodicals contain a huge variety of texts, different in types, and diverse in the information. Appropriate texts can be selected by the students' level of foreign language knowledge.

Theme

This feature of media texts is their advantage, but also a big disadvantage. Magazine texts provide modern reporting and news from around the world in a timely and fast manner. However, at the same time, they cannot remain relevant and fresh for a long time. Using the latest information requires a lot of work on the part of the teacher, as he cannot always use the prepared lesson in further work. The teacher should constantly develop work on the text, constantly coming up with new methods of working with the media texts.

The complexity

Students generally find the texts in authentic magazines difficult to read. Media texts are rich in multi-valued headings, a variety of lexical and grammatical constructions. Also, students usually read and translate texts in parts. Consequently, it is so useful to give students to be read media texts directly at the lesson so that students focus on a common understanding rather than forms (Harmer: 2007). Naturally, the text and exercises should correspond to the level of students. According to Ur, it is better to use simplified texts with the students with a low level of language, since they are more effective for learning the language and increase students' motivation. Moreover, the use of authentic texts at low levels of language proficiency can lead to students' disappointment (Ur: 1999).

Culture and social problems

An important component of the use of authentic media texts is their lingo culturological nature. The language is considered by the authors as a socio-historic phenomenon reflecting social events and the structure of the society (Solnyshkina & Gafiyatova: 2014, pp. 220-224). Reading authentic texts, students are faced with the cultural and sociological information of the countries of the language being studied. Thanks to

such an acquaintance with culture and society, students not only learn new information but also learn the language much more successfully.

Motivation is also one of the most important components of teaching foreign languages. According to J. Harmer: "Motivation is a kind of internal energy that encourages someone to take any action" (Harmer: 2007). Motivated students achieve much better results than students who are not interested in learning. The motivation with which students come to the lesson, as well as the teacher himself instills in them, is the largest factor influencing the successful mastery of any foreign language. Naturally, working with a motivated class gives the teacher more pleasure and brings better results (Ur: 1999). F. Grellet adds that motivation is especially important when reading because we read what we want to read and to be motivated to read means finding certain expected answers or information that are of particular interest to us (Grellet: 1986).

DISCUSSION

Several aspects can help increase motivation when reading media texts:

- Interest: authentic magazines and newspapers provide relevant and up-to-date information that interests foreign language learners.
- Personalization: reading the media helps to feel independent in discussing the issues raised in a particular media text. Students like to compare what they read with their own experience on the subject.
- Cultural information: modern media and, in particular, magazines and newspapers represent an excellent way to study the culture of the language being studied.
- Interdisciplinary: students while reading a text in English develop not only linguistic knowledge and skills but also many others.
- Vocabulary: when reading foreign literature, there is a significant increase in the vocabulary of students.
- Reading skills – reading in a foreign language, and native language improves reading skills, speed, and speed of finding the right information (Tierney: 1985).

This implies the following problem for the teacher when planning a lesson – the problem of text selection. With all the variety of media texts, selecting an interesting and useful material seems to be a rather difficult task. Consider the criteria for selecting texts:

1) Adequacy. The relevance of the subject matter of the material to the topic that students go through, their level, and age.
2) Interest. As has been repeatedly noted above, the topic should motivate students to read the text.
3) Text size. The text should not be too large. It must be understood that the larger the text, the less time will be spent on its development and further conversation. The size of the text should be adequate for the level of the students' language (Farmer: 2008).
4) The language component. This criterion is characterized by the presence in the article of useful and really necessary lexical words, as well as the set of grammatical constructions that are understandable to students.
5) The semantic potential of the text. This is the ability of the text to give rise to the discussion of the problem or situation raised in the text (Daly: 2004, pp. 134-150).

The teacher needs to teach students to work with such texts, to help them with the effective use of these techniques in a foreign language, as some students have difficulty transferring this skill to a foreign language.

CONCLUSION

There are quite a few strategies and techniques for reading media texts at the lessons of a foreign language (Daly: 2004, pp. 134-150). Next, we want to provide a shortlist of them, which can be useful in the process of teaching reading:

- Activation of prior knowledge. The teacher uses this strategy as a pre-text work, which allows students to draw a link between the information they already know and the new information that they learned by reading the media text.
- Detailed discussion. This technique is used during reading when students ask questions, re-read, rephrase, visualize, which helps to understand the text better.
- Context clues. The use of context in dealing with unfamiliar words. It is important to show students that it is not always necessary to use a dictionary or the help of a teacher, but they can use the method of guessing or forecasting.
- Summarizing. This technique is used after reading, students use written or visual clues to find out the details of the text, students complete assignments based on the text they just read.
- Evaluation. The technique is used during and after reading and encourages students to form their own opinions, make their assumptions, and develop their ideas on what they have read. The teacher asks assessment questions that allow students to rate the text critically.
- Conclusion. During the reading, students draw logical conclusions based on facts that help students better understand the meaning of the text.
- Forecasting. This technique is used before and during reading. Pupils make assumptions on the development of the plot of the text, then read and compare with their guesses.
- Re-reading. Rereading the text gives the reader another chance to understand complex text.
- Re-statement. During reading, students shorten and summarize the paragraph they read.
- Setting a purpose. Before reading, a clear goal is set, and the student focuses on reading, setting a specific goal.
- Scanning. One of the most common techniques is quick reading with the search for specific information or a specific answer to the question.
- Skimming. The technique is to quickly read part of the text to identify the main idea.
- Visualization. This technique is used while reading. The teacher reads the text (possibly an audio recording of the media text) while the students close their eyes and imagine the situation, then they write down or sketch their thoughts on what they read.

The use of these techniques at the lessons on the practical course of a foreign language is very effective. The main goal of teaching foreign languages is the ability to carry out verbal communication in various communication situations in compliance with all norms of speech behavior and etiquette, which are generally accepted in the society of the language being studied. Linguistic competence is a systemic quality of personality, integrating personal communicative qualities, knowledge of the language system, mastery of the basic language concepts and means, culture of communication both in social life and in the professional sphere (Shemshurenko et al.: 2019). The use of media texts at the lessons provides an excellent opportunity to draw students' attention to the figures of speech, the expression of argumentation of various points of view, as well as lexical units. Their study is extremely important because students often tend to build phrases and sentences typical of their native language, especially with complex utterances. Thus, in addition to the acquaintance with culture, students develop language competence and communication skills. It should be noted that authentic texts most fully reveal the cross-cultural aspect of a foreign language, and also serve as rich material for studying the culture of another country, its characteristic features, realities, traditions, and culture in general (Zakirova et al.: 2019, pp. 505-508).

Given the topics of authentic magazines and newspapers, as well as their linguistic diversity, which we identified during the study, working with them is advisable at the senior stage of training. The text should be selected with particular care, as periodicals may contain topics that are inappropriate for students. The texts of magazines often contain discussion questions, and in this regard, discussions can be held with students, since the level of students is already sufficient for this.

Thus, due to the specific nature of media texts, there are certain difficulties in reading articles. That is why the teacher must teach students to read such articles. Reading, as a type of speech activity, plays an important role in the modern foreign language, but the specificity of reading lies in the fact that it is not only a goal but also a means of learning. From this we can conclude that when reading media texts, students develop not only reading skills, but also all other types of speech activity: speaking, listening, and writing.

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Cognitive Linguistic Approach to the Integrated Theory of Metaphor

Enfoque lingüístico cognitivo de la teoría integrada de la metáfora

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RESUMEN

Los diversos aspectos de la metáfora y su aplicación están en la agenda de este debate. Este artículo tiene recursos para docenas de estudios de metáforas europeas y americanas y presenta los resultados de su descripción analítica. Como resultado, este análisis describe una variedad de temas de actualidad. Uno de ellos es el desarrollo de una teoría de la metáfora que integrará varios enfoques (lingüísticos, cognitivos, comunicativos y pragmáticos) al estudio de la metáfora, reproduciendo el cambio de un enfoque cognitivo-lingüístico al análisis del lenguaje figurativo. Se han introducido varias teorías sobre el aspecto cognitivo de la materia.

Palabras clave: Metáfora, teoría de la relevancia, teoría híbrida de la metáfora, teoría integrada de la metáfora.

ABSTRACT

The various aspects of metaphor and its application are on the agenda of this debate. This article has resources to dozens of European and American metaphor studies and presents the results of their analytical overview. As a result, this analysis depicts a range of topical issues. One of them is the development of a theory of metaphor that will integrate various approaches (linguistic, cognitive, communicative, and pragmatic) to the study of the metaphor, reproducing the change of a cognitive-linguistic approach to the figurative language analysis. Several theories about the cognitive aspect of matter have been introduced.

Keywords: Hybrid theory of metaphor, integrated theory of metaphor, metaphor, relevance theory.

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INTRODUCTION

At the present stage, the problematic field of metaphor research covers a wide range of matters related to the study of the language nature, it is functioning, and the typology of metaphorical units – a field of inquiry that is still relatively unexplored. The past few decades have seen an explosion in the study of metaphor within cognitive science, where scholars from linguistic, philosophical, and psychological disciplines have put forward diverse theories on metaphorical thought and language. Many of these theories hold that metaphor is pervading in life, not only in ordinary language but also in our thoughts and experience. Among these theories, the most important and influential one specific to metaphor interpretation has been proposed by Fauconnier and Turner namely, conceptual blending theory (Fauconnier, G., & Turner: 1998, pp. 133-187).

Particularly noteworthy is the effort to study the process of perception and understanding of metaphorical units during the communication process. The language is considered by the authors as a socio-historic phenomenon reflecting social events and the structure of the society (Solnyshkina & Gafiyatova: 2014, pp. 220-224). The researchers' interest is the use of common and individual patterns of figurative language, its applications in corpus studies, and language acquisition. The key figures in developing theories of metaphor in XXI century are Lynne Cameron (Open University, UK), Robyn Carston (University College London, UK), Alice Deignan (University of Leeds, UK), Zsófia Demjén (University College London, UK), Dedre Gentner (Northwestern University, Illinois, USA), Raymond W. Gibbs, Jr. (University of California, Santa Cruz, USA (retired 2018)), Rachel Giora (Tel Aviv University, Israel), Matthew S. McGlone (the University of Texas at Austin, USA), Sam Glucksberg (Zoltán Kövecses (Eötvös Loránd University, Budapest, Hungary), Jeannette Littlemore (University of Birmingham, UK), Andreas Musolff (University of East Anglia, UK), David L. Ritchie (Portland State University, Oregon, USA), Elena Semino (Lancaster University, UK), Gerard Steen (the University of Amsterdam, the Netherlands), Markus Tendahl (Technische Universität Dortmund, Germany), Deidre Wilson (University College London, UK).

METHODS

Interacting conceptual structures are divided into the source domain and target domain. According to the conceptual theory of metaphor, the source domain is the one, scenarios, and frames of which correlate with the target domain elements, thus, the "outcome" of metaphor is a mapping scheme. However, the interaction between the two domains results in creating a new one. The idea of generating new conceptual structures from given ones was developed by G. Fauconnier and M. Turner and resulted in creating "conceptual blending theory" (Fauconnier, G., & Turner: 1998, pp. 133-187).

The theory of conceptual blending is considered a continuation of the conceptual theory of metaphor. It is based on the interaction of two partial temporary conceptual structures - mental spaces (Fauconnier, G., & Turner: 1998, pp. 133-187). Mental spaces are formed in the online mode, and the structure of the mental space depends on the intentions of the author. Cross-space projection brings together the elements of two mental spaces (Minikeeva et al.: 2019, pp. 281-285). In the process of interaction, there are common elements that relate to the third – generic– space. The most significant difference between the theories of conceptual integration is the presence of the space called a blended one. This space is a new conceptual structure or knowledge (Fauconnier, G., & Turner: 1998, pp. 133-187). There is a selection of components that are projected into blend depending on the intentions of the writer. Moreover, the possibility of interaction of not only two but more spaces. Since the theory of conceptual blending focuses on the dynamic structures that arise in the process of discourse development, the blend as a conceptual structure can subsequently become an input mental space and participate in the creation of a new blend.

The study of metaphor from the position of the theory of conceptual integration allows exposing the mechanism of meaning formation, highlighting not only the interaction itself but also the result of the

interaction. The productivity of the metaphor is expressed in content and it is called emergent metaphors. Emergent characteristics are called such signs that appear in the blend under the interaction of mental spaces, but in the mental spaces themselves are not available.

RESULTS

This paper draws on dozens of European (Netherlands, United Kingdom, Hungary, and Germany) and American metaphor studies and presents the results of their analytical overview. The conceptual theory of metaphor seems to be of interest in the area of Russian linguistic study. Linguists conclude that the terms concept and language image are not synonymous, because the concepts they designate are not identified but only intersect (Galiulina et al.: 2019, pp. 481-485). The trajectory of domestic studies of metaphor is defined by the theory that has been reinterpreted from various perspectives. It is a pivot point for the descriptor metaphor theory by A. N. Baranov (Baranov: 2014). Moreover, the invariance hypothesis, the theory of conceptual integration (Fauconnier & Turner: 2008), claims about primary and compound metaphors, coherence model, connectivity theory of metaphor, interaction theory, modeling of metaphor in discourse (Ritchie: 2013, p. 230). These studies are done within the framework of cognitive linguistics, which is proposing the clarifications and reinterpretation of theses of conceptual metaphor so it contributes to its further evolution. Contemporary conceptions of metaphor studies also include the career of metaphor theory, the relevance theory (Sperber & Wilson: 2008, p. 105), the neural theory of metaphor (Lakoff: 1993), the attributive categorization view/model, hybrid theories of metaphor, metaphor as an anomaly, the gestalt-interactionist theory of metaphor, and theory of metaphor as embodied schema.

Contemporary research programs of metaphorical language are signified by these conceptions. Besides the conceptual metaphor theory (or the new contemporary theory of metaphor) is being amplified but changed its status from unambiguous to diverging. The need for an integrated theory of metaphor is identified in critical literature (Gibbs Jr: 2008).

Recent studies on the theory of metaphor have reported as paradigm pluralism. According to Gerard Steen, diversity of metaphor allows structuring the field of research based on multiple parameters. Recent literature studies report on the importance of comparative analysis of fiction (Garipova et al.: 2019, pp. 486-490). The predominant ones are the field of research and multi-disciplinary dimension (see Table 1) (Steen: 2011, pp. 26-64).

Field of research	Behavioral angle		
	Linguistic (semiotic)	Psychological	Social
Language	The linguistic forms of metaphor	Individual processes and products of metaphor use	Shared processes and products of metaphor use
Cognition (thought)	The conceptual structures of metaphor	Individual processes and products of metaphor use	Shared processes and products of metaphor use
Communication	The communicative functions of metaphor	Individual processes and products of metaphor use	Shared processes and products of metaphor use

Table 1. Studies of metaphor: Dimensions and approaches

When we look at the old contemporary theory (Lakoff: 1993), there were two dimensions, metaphor in language and metaphor in thought, which have been at the center of discussion in several disciplines. The addition of communication distinguishes from the disciplines with distinct approaches (see Table 1). The

cognitive approach should be completed by a social approach to metaphor in language and metaphor in thought, reflecting a central concern of those applied linguists, sociolinguists and discourse researchers who have analyzed the variable aspects between metaphors, language and thought across situations of use and groups of people (Steen: 2011, pp. 26-64).

The characteristics of the complete integrated theory of metaphor are the result of the extension of the research field, which should have regard to various dimensions and approaches. The positive potential of the theory of metaphor allows providing evidence in the methodology of metaphorical units, contexts (Steen: 2011, pp. 26-64). Multiple approaches to analyze metaphor, its ambiguous nature establishes the miscellaneous results (Semino et al.: 2018, pp. 625-645). There is a hybrid theory of metaphor (Ruiz de Mendoza Ibáñez: 2011) and a new hybrid model (Stöver: 2010) that are integrated conceptions of metaphor.

The foundation of the integrated theory is the principle of integration of the conceptual theory of metaphor and the relevance theory (Sperber & Wilson: 2008, p. 105). Tendahl's 'hybrid theory of metaphor' is a combination of cognitive-linguistic with relevance-theoretic ideas, as a starting point. Stöver's model corporates the notion of conceptual metaphors in modified form, accounting for metaphor in thought. As previously assumed by relevance theory, some metaphors originate in language and others originate in thought (cognitive linguistics). Stöver's model can account for both (Stöver: 2010).

According to the conceptual theory of metaphor, metaphor arises from mental mapping from the source domain to the target domain in the mind of people with the view that we conceptualize the world metaphorically which reflects the way of thinking. Gibbs and Tendahl emphasize the important role of mapping in metaphor since mapping can access contextual assumptions of utterances and is responsible for linking physical and psychological senses of concept attributes. Through mapping, it helps us recognize conventional metaphors and novel metaphors. If the attribute of the source domain does not typically map into the target domain then we can recognize the metaphor as a novel one. Relevance theory just pays attention to the inference of novel metaphor interpretation. Besides, only cognitive linguistics studies the motivation for individual metaphors, class of metaphorical statements, and metaphorical inference patterns (Gibbs Jr: 2008). Cognitive linguists explain that the recurring sensorimotor patterns motivate the use of metaphorical language, and many novel metaphors arise from complex blending processes (Ruiz de Mendoza Ibáñez: 2011).

Tendahl's model of metaphor approves the integration of two approaches (Ruiz de Mendoza Ibáñez: 2011). The conceptual region of words, according to the theory, should be expanded first when recalling a word. The completeness of mastery of the sense of the word is understood the prevailing, essentially final means in the full weight of cognitive and communicative intralingual and inside the cultural valences that is formed as a result of different and diverse uses (Salakhova et al.: 2019, pp. 102-104). The conceptual region consists of several components which are contextual information of the word, lexical concept, factual knowledge, as well as phonological and morphological knowledge, and free slots. The free slots need to be filled via the activation of connectors to external knowledge structures. The conceptual region provides lexical information and procedural information for constructing an ad hoc concept. Thus, a conceptual region is a preparation stage for building an ad hoc concept. And the external knowledge varies from context to context in different situations. In this sense, there exists a complementary relationship between cognitive linguistics and ad hoc concepts within the scope of relevance theory in that the ad hoc concept embraces external knowledge in the conceptual region in mind (Ruiz de Mendoza Ibáñez: 2011).

Tendahl's model lacks enough empirical work to ascertain whether there is a difference in processing effort between category-crossing and category modification metaphors. Conventional metaphors, literal expressions, metaphors of crossing category, or its modification all work similarly. The explanation provided is that is a relevance-sorting process of the lexical concept and profiling against external knowledge domains (Ruiz de Mendoza Ibáñez: 2011).

Stöver proposes her new hybrid model of metaphor with a modular mental architecture. Different representational formats should be processed separately and thus would not interrupt each other. It is

assumed that the metaphor understanding mechanism is an inner assumption within the modular framework of the mind. Within the modular mental architecture, we can distinguish the logic facts between subjects' intuitions, and we avoid putting together all the representational formats in order not to generalize them. The framework has a special processing mechanism that can arrange a specialization at the propositional level, specifying accuracy of thinking, and thus it can purely discharge associative processes (Stöver: 2010). This view contradicts the relevance theory as relevance theory does not view metaphors as a separate category requiring specialized language processing. Besides, to account for the metaphor understanding and metaphoricity, cross-domain mappings can do it (Stöver: 2010). Cross-domain mappings can account for the metaphors with accompanying effects using source - to - target mapping. The new hybrid model of metaphor provides powerful support for the metaphor interpretation and forces the metaphor research into a new direction to a complementary relationship.

DISCUSSION

From the above analyses, it is noted that relevance theory offers a genuine alternative to a cognitive linguistic approach to metaphor. But some deficiencies need to be solved by the cognitive linguistic approach. And cognitive linguistics offers insights into emergent properties. Tendahl and Gibbs argue that the neural theory of metaphor with conceptual metaphor can account for the emergent properties (Tendahl & Gibbs Jr: 2008, pp. 1823-1864). The integration of the blending structures becomes the emergent structure that contains more meanings and elements than original structures. It is the conceptual blending structure that provides explanations for the emergent properties. It is noted that there are three kinds of processes resulting in the emergent structure, namely, composition, completion, and elaboration (Fauconnier & Turner: 2008). Through a series of complex blending and projection of the elements and spaces, the metaphor blend is formed and it fuses elements and associates the source input and the target input to make interpretations. As a result, the emergent properties emerge in blending spaces.

It is believed that the integration of both of these two approaches can shed new light on the metaphor study.

CONCLUSION

This paper has analyzed how the relevance-theoretic approach and cognitive linguistic approach to metaphor study complement each other and explained the advantages of these two approaches which can solve problems cooperatively in metaphor interpretation. But as mentioned above, there are stills some problems in these two approaches and it is needed to find some solutions to give better accounts for these problems. Both the cognitive-linguistic and relevance-theoretical approaches can offer new ways of accounting for metaphor and the complementary perspective can provide frameworks for literary metaphors that can complement some aspects which cannot be explained solely.

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Artículos

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Automation of the Creation of the Schedule at the University: Mathematical Model

Automatización de la creación del cronograma en la Universidad: modelo matemático

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RESUMEN

El objetivo del trabajo es describir un modelo matemático de la automatización del proceso de programación en una institución educativa. También se consideran los enfoques para la compilación del horario óptimo. En las tareas estudiadas se utiliza una gran cantidad de información original inicial, que difiere en su composición, y contiene una gran cantidad de requisitos que deben tenerse en cuenta. Por lo tanto, la programación se refiere a la clase de problemas de programación de enteros NP-completos, lo que implica que a medida que aumenta el número de valores de variables dadas, la complejidad de la solución crecerá exponencialmente.

Palabras clave: Algoritmos de programación lineal entera, horario de clases, planes educativos, programación.

ABSTRACT

The work aims to describe a mathematical model of the automation of the scheduling process in an educational institution. Also, the approaches to the compilation of the optimal schedule are considered. In the studied tasks, a large amount of initial original information is used, which differs in its composition, and contains a large number of requirements that must be taken into account. Therefore, scheduling refers to the class of NP-complete integer programming problems, which implies that as the number of values of given variables increases, the complexity of the solution will grow exponentially.

Keywords: Algorithms of integer linear programming, class schedule, educational plans, scheduling.

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INTRODUCTION

The problem of developing methods and algorithms for solving the problem of preparation of the educational schedule engaged for a long time. The first works appeared in the 1970s yet (Conway: 1975, p. 360). the most approximate is the studies. Approximate and heuristic methods for solving this problem have been developing quite intensively in recent years.The solution of problems of the theory of schedules is complicated by the fact that most of them are NP-difficult, and algorithms for their solution, implemented on a computer, must be adapted to obtain an acceptable option for the maximum allowable time.

The formation of the optimal schedule of training sessions at the University for the academic year requires (Conway: 1975, p. 360) employees performing this work, time-consuming, from several days to several weeks of work. The schedule of classes should meet numerous organizational and methodological requirements with different priorities, which may be mutually contradictory or even mutually exclusive. Such requirements can make it very difficult to build a preliminary schedule let alone an optimal schedule.

In the construction of the schedule as the source data are the academic load, study groups, classrooms, teachers, and a list of disciplines. The task of developing an optimal schedule is to distribute the maximum number of classes per day in the available classrooms for the appropriate student groups, taking into account the load and the wishes of teachers (Tanaev & Shkurba: 1975).

METHODS

There are several approaches (Azami et al.: 2018, pp. 3259-3274; Grankov et al.: 2016; Ivanco et al.: 2017, pp. 111-126; Rustauletov: 2020; Tanaev & Shkurba: 1975) to build a schedule related to associated with the use of:

• Classical integer-valued programming methods and algorithms;

• Approximate algorithms of solving with techniques for the coloring of graphs;

• A brute force algorithm, branches and bounds, and approximate methods that are based on genetic algorithms.

Using these algorithms and methods, you can get a solution to the problem of building a schedule that gratifies the specified criteria. However, the time spent on solving this task can be very long. Therefore, to find the optimal solution, the modeling method is used.

At this method, the algorithm works with a predefined list of lessons that should be included in the schedule. The process starts with the first lesson that is not yet reflected in the schedule, then the algorithm fills the appropriate section of the schedule, using the maximum number of lessons from the available list. Then the next lesson is included in the schedule. The process continues until a full schedule is formed or a specified number of repetitions are completed. The task of building an optimal schedule for large universities is quite complex and time-consuming, so the automation of this process is relevant. Also, the larger the University, the relevance of the automation of this process is higher (Ivanov et al.: 2020, pp. 1-9; Gawiejnowicz: 2020, pp. 46-63).

RESULTS

The problem statement

Based on the list of occupations, list of disciplines, students, the list of the classroom and the approved curriculum necessary to calculate the teaching load of all departments of the University for the current academic year, and then based on the calculated academic load is required to generate a schedule for this period.

We will highlight the features of solving the problem of building a schedule:

Since the schedule is traditionally drawn up manually, there is a need to create automated scheduling systems that would be implemented in the management system of the educational process of the University;

To ensure the effectiveness of the educational process, the resulting schedule should be optimized;

For visualization and evaluation of the work in the preparation of the schedule, it is necessary to develop a convenient form for the analysis of its presentation.

The algorithm of formation of the schedule of occupations is realized in two stages:

The primary schedule is formed, based on the initial data, the list of requirements and restrictions;

The resulting primary schedule is optimized, and then its quality is appreciated using the selected criteria.

The main components of the schedule are:

Time interval – the interval of time for the training session, which corresponds to a specific day in the school year; in other words, it is a specific time interval in which the lesson should be held;

Audience – a variety of places possible for classes.

Thus, the initial schedule is considered to be formed if each training session corresponds to a certain time interval and the audience (Tanaev et al.: 2012; Sha et al.: 2004, pp. 101-155).

The schedule model

Denote the set of training sessionsE=e_i, i=1...N. Each of them is characterized by such parameters as an academic discipline, audience, student group, and teacher. Training tasks are formed for each discipline and each study group. A set of training tasks can be thought of as a union of two subsetsE=E_T 〖∪E〗_N, where E_T – educational tasks with special requirements for audiences, for example, for work in computer classes, E_N – educational tasks without special requirements for audiences.

We introduce a set of time intervals T - these are time intervals that are uniquely determined by the numbers of the day of the week and the week itself. Thus, the set of time intervals is obtained using the Cartesian product of two-time parameters-week and day, in other words, it is the date-time:$E = E_T \cup E_N$.

Let is denote the set of academic groups and accordingly the set attributes of groups:

$$X = X_{\mathrm{m}}, \text{ m=1...M}, \; A_x = \{(a_{x1}, a_{x2}, a_{x3})\},$$

Where a_x1 – number of planned (according to the workload) groups, a_x2 – the number of disciplines already distributed over time intervals in this group, a_x3 – the number of students in this group.

In some cases, groups are divided into subgroups, which is usually due to the capacity of the audience or the specifics of the subject taught. Many groups and subgroups cover the entire contingent of students.

We introduce the following sets:

The set of students

$$Z = X \cup Y, \qquad Z = \{Z_p, p = 1..\mathrm{Q}\},$$

Where X – set of female students, Y – set of male students;

The set of teachers 〖PA〗_k={a_p1,a_p2 }, where a_p1 – number of disciplines taught by this teacher in the schedule, a_p2 – the number of disciplines taught by the teacher and distributed in the schedule.

Denote the set of audienceA=a_k, k =1...K, and the set of attributes for each audienceA_a={(a_a1,a_a2,a_a3)}, where a_a1 – the total number of disciplines (according to the approved workload), possible to conduct in the classroom for the period under review, a_a2 – the number of disciplines distributed in the schedule in a given audience, a_a3 - the capacity audience.

Thus, a specific training session in the schedule can be represented as a function of the parameters of the discipline, the contingent of students and teachers:

e_i=e(d_j,z_o,p_i); 〖 d〗_j ϵD, z_o ϵZ, 〖 p〗_i ϵP.

The imposed restrictions

The main criterion for the feasibility of the generated schedule is its consistency: this means that there are no situations in the schedule when different lessons that require the same resources are placed in the same time interval of the schedule (audience, students, department, or teacher). Compliance with mandatory restrictions in the formation of the schedule is a sufficient condition for its consistency.

In the case of training lessons, restrictions on teachers will be as follows:

1) No overlays of study groups

∀z_o ϵZ, ∀t_k ϵT, ∀ d_j ϵD
d_j≠d_i↔ω(d_j,z_o,p,a,t_k)≠ ω(d_i,z_o,p,a,t_k);

2) Not combined audiences

∀a_p ϵA, ∀t_k ϵT, ∀ d_i ϵD, ∀ d_j ϵD
d_j≠d_i↔ω(d_j,g,p,a,t_k)≠ ω(d_i,g,p,a,t_k);

3) The lack of combined lessons from the same teacher in one time

∀p_i ϵP, ∀t_k ϵT, ∀ d_i ϵD, ∀ d_j ϵD
d_j≠d_i↔ω(d_j,g,p,a,t_k)≠ ω(d_i,g,p,a,t_k).

Thus, for each ordered pair (teacher, lesson), there is either a single cycle of classes in which the teacher is "busy" at the specified time, or there is no such cycle, therefore, the teacher is free.

The criterion of workload of the training lesson in the schedule

Each training lesson$E = e_i$, *i*=1...I, can be evaluated, that is, put it by some numerical criterion:

$$V^E = K_X \times K_P \times K_A \times K_Y, \qquad 0 \ll K_X,\ K_P,\ K_A,\ K_Y \ll 1,$$

Where $K_X,\ K_P,\ K_A$ – specific criteria for the workload of groups, teachers, and audience, accounting classes in subgroups, which are calculated by the formula

$$K_i = \frac{a_1^i - a_2^i}{a^T - a_2^i}, \qquad (1)$$

Where a_1^i - number of scheduled classes per period, a_2^i - several distributed audience load criteria, which defined as follows:

- Training lessons that require audiences, such as classes with displays for programming lessons; for these, K_i is calculated by the formula (T'kindt & Billaut: 2006);
- Training lessons that do not require an audience; the private criterion for the training assignments of this subset is calculated as follows:

$$K_A^0 = \frac{a_1^0 - a_2^0}{a^0 - a_2^0},$$

Where a_1^0 - number of training lessons without required audiences, a_2^0 - the number of lessons included in the schedule of learning tasks without the required audience, a^0– the number of time slots of available audiences.

DISCUSSION

The following restrictions are also taken into account when forming the initial schedule and determining the time interval and audience for the lesson:

- Ensuring uniform distribution of classes in each group;
- To ensure the uniform distribution of classes across time intervals.

The first limitation is due to the need to obtain uniform intervals between classes, the second-the rational use of the classroom Fund.

The criterion of the workload of the training session includes private criteria of the workload of the group, the teacher, and the audience and is the final criterion. The described criteria allow us to estimate the average interval between classes for a group or subgroup. Each of the particular criteria is a relative value, the ability to override the value of the particular criterion is provided by changing the number of consecutive resource pairs included in the schedule.

CONCLUSION

We have proposed a mathematical model and a method of creating an initial schedule with the use of workload criteria in the selection of educational tasks. This method is based on the database of the University, which can be automatically generated training tasks for classes, and the workload criteria are used, taking into account the requirements of users and allocating resources, which gives a more optimal result and acceptable performance within 10% than cumbersome methods that require large computational costs.

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Collective Memory in P. Everett's Novel "I Am Not Sidney Poitier"

Memoria colectiva en la novela de P. Everett "No soy Sidney Poitier"

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RESUMEN

Este artículo trata de una de las últimas novelas de Percival Everett. En su novela, aborda una imagen de Sydney Poitier, quien fue un ícono de los años 60 del siglo XX, uno de los representantes del movimiento por los derechos de los afroamericanos en los Estados Unidos. Los autores del artículo llegan a la conclusión de que la novela tiene las mismas estructuras argumentales que las películas protagonizadas por Sydney Poitier. El objetivo principal de apelar al patrimonio cinematográfico es presentar los puntos de vista y prejuicios tradicionales de la sociedad estadounidense hacia la discriminación racial y la esclavitud, la identidad y la raza.

Palabras clave: Discriminación racial, esclavitud, Percival Everett, Sidney Poitier.

ABSTRACT

This article deals with one of Percival Everett's latest novels. In his novel, he addresses an image of Sydney Poitier who was an icon of the 60s of the 20th century, one of the representatives of the movement for the rights of African Americans in the USA. The authors of the article conclude that the novel has the same plot structures as movies that Sydney Poitier starred. The main aim of appealing to the film heritage is to present traditional views and prejudices of American society towards racial discrimination and slavery, identity, and race.

Keywords: Percival Everett, racial discrimination, Sidney Poitier, slavery.

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INTRODUCTION

Percival Everett (born 1956) is a contemporary American writer of African American origin, a professor of English at the University of Southern California. He began his literary career in 1983. Like many modern American writers, Percival Everett has created a vast artistic heritage: he is the author of 21 novels, 4 collections of short stories, and 3 collections of poems and a book for children. A substantial number of works determines the diversity of themes. At the beginning of his writing career, Everett addressed traditional American themes like sports, the consequences of the Vietnam War, the problem of Wild West. Among his works, there are interpretations of ancient Greek myths, several westerns, as well as parodies of this genre. In the writer's later works, the African American dominant begins to dominate, which has not been noted earlier.

Everett touches on the traditional themes and conflicts of African-American literature. I am Not Sidney Poitier, which was written in 2009, is one of the examples. The novel has become an object of serious literary attention. Most critics agree that this novel is one of the "main voices of modern American literature" (Shchepacheva et al.: 2019). I am Not Sidney Poitier is "an irresistible satirical novel by Percival Everett, a storyteller, addressing racial and class issues, American identity issues. The more readers become acquainted with Everett's work, the more they will appreciate the absurdity and sardonic wit of this novel" (Kincaid & Everett: 2005, pp. 377-381).

METHODS

This article continues our research on Everett's novels the first results of which were presented in our essay "Not Black Enough": African American Identity in Percival Everett's Novels. Giving the outline of Everett's creative work here, we give the perspective within the contemporary tendencies and the development of multicultural studies in literature at Kazan University following the methods used by our colleagues and other scholars. We follow the traditional methods of analysis (cultural-historical, comparative bibliographical) that are used in the researches on different segments of contemporary Literary Studies.

RESULTS

The protagonist of the novel is a young African American with a strange name Not Sidney Poitier. It is worth mentioning that the hint is quite obvious to the American reader. Sidney Poitier (born 1927) is a famous actor, director, and screenwriter. His image is a cult for both representatives of African American and American culture. Despite African American roots, Poitiers has gained fame as the best black actor in the United States. In the 60-70s he played with white actors. In 1964, Poitiers became the first African American actor to receive the Oscar for Best Actor in the film Lilies of the Field (1963). Sidney Poitier is also known as an active politician and equal rights fighter for African Americans. He deliberately challenges public prejudices captured in the images and film with his participation. Everett explains his choice by saying that "no one in Hollywood could create a story; understand it as Sidney Poitier did" (Kincaid & Everett: 2005, pp. 377-381). Everett adds that "Poitiers is a safe choice for white Americans. He is a handsome, sensual, politically advanced African American" (Kincaid & Everett: 2005, pp. 377-381).

Moreover, the appeal to the image of Sidney Poitier is also connected with the purely African American call-and-answer tradition, in which each African American text appeals to previous African American texts (Gates Jr: 2014; Strizhakova & Coulter: 2019).

The image of Sidney Poitiers becomes central in the novel. In addition to the name of the protagonist, he looks like a famous actor. "I am tall and dark and look for the world like Mr. Sidney Poitier, something my poor disturbed and now deceased mother could not have known when I was born, when she named me Not Sidney

Poitier"[4]. Moreover, the older the protagonist becomes, the more he begins to look like Sidney Poitier, which the author often describes quite ironically. "But seriously, you have to know that you look more like Sidney Poitier than Sidney Poitier ever did" (Everett: 2010). Thus, Everett shows the creation of a postmodern simulacrum where the copy looks more true-to-life than the original.

Concerning the plot of the novel, it is almost entirely based on the writer's appeal to the actor's filmography. In almost every chapter of the novel, you can see similar scenes from the films of Sidney Poitier. For example, in the second chapter of the book, as in the film The Defiant Ones (1957), as a result of a road accident, Not Sidney and Patrick, an ardent and implacable white racist, flee from the guards of the prison convoy. Their goal is to get to a secluded place. The difficulty lies in the fact that they are constrained by one chain, and to survive, they are forced to cooperate in their actions, despite the mutual hatred and racist views of the white prisoner.

As in the film, the theme of racial discrimination becomes one of the main themes in the novel. In the film, liberation from chains is a symbol of the fact that heroes are freed from their racial prejudice. Having rethought their preconceptions, the main characters begin to respect and listen to each other, and at the end of the film, they are already connected by a strong friendship. The white hero sees in black a nobleman. This was consonant with the ideas of the 60s of the 20th century, the time of the active struggle of African Americans for equal rights and recognition of equality in American society. In the novel, Everett shows the modern white hero far from the ideals of the 60s. He is "small", vile, unable to resist racism, and his skin color is considered a sign of superiority. He perceives the black hero as a second-rate person.

The theme of racial discrimination has been developing throughout the novel. The following example is events that resonate with the plot of the film Guess Who's Coming to Dinner? which appeared on the screen in 1967. Like in the film, the main character ends up in his girlfriend's house, where he expects to meet her parents. The girl's parents are surprised by the skin color of the protagonist and his strange name, "from a silly ghetto" (Everett: 2010). In both cases, the protagonist is not liked by the girl's parents, and the cause of this conflict is the race of the protagonist. But in the film, he is an African American who faces a white family. In the novel, Not Sidney is too black for this family, whose members are also of African American origin, but with a lighter shade of skin.

"You and I are pretty much the same color, I said.

- No, we're not. I am milk chocolate and you're dark cocoa, dark as Satan" (Everett: 2010).

Everett presents to the reader a situation of racial intolerance at the beginning of the 21st century. Harassment of African Americans is observed not from the white population, but, conversely, from the black population of the United States. African Americans begin to divide into "black" and "too black", into "blacks" and "not black enough". "Too black" representatives of African American culture feel oppressed by "ordinary black". Not Sidney does not understand that Maggie has invited him to a family holiday to anger her parents. The color of his skin would cause a scandal in the family.

In this case, in the image of Not Sidney, one can see an element of the autobiography of Percival Everett himself. Many critics and readers speak of P. Everett as the most "not black" of all the black representatives of modern African American literature. The theme of racial discrimination is also associated with the detective line of the novel, the basis for which is the film In the Heat of the Night (1967). Now, this film is considered a classic of the detective genre, which tells about the murder in a small town based on racial discrimination. A similar situation occurs in the novel, but first, the writer describes in detail the racial prejudices that are characteristic of Southerners. Here in Alabama, the wealth of the protagonist makes him suspicious rather than attractive. In small towns, the Ku Klux Klan organization still thrives, and its representatives hunt for blacks. Like in the film, Not Sidney is detained by the police because he is black and accused of killing a black man. The white sheriff is not going to look for the killer because they killed the black one. It soon turns out that a black man who looked like Not Sidney was killed by mistake, instead of the main character. Here, Everett plays with the widespread myth that for white all blacks look the same.

It is worth noting that the main character travels several times in the novel, and each time he goes to the south of the country, which has long been slaveholding. According to the theory of R. Stepto, African American literature is divided into two types: literature of ascent and literature of immersion (Stepto: 1979, pp. 8-24). The literature of the ascent describes a real or symbolic journey to the North, where a person gains freedom but loses touch with the community. In the immersion literature, heroes, on the contrary, move south, where their freedom is limited, but at the same time, they find something more important as community values. The South usually represents the historical homeland, countryside, patriarchal way of life, community life, while the North is an environment alien to African Americans, disunity of people, urban isolation, and mass of faceless individuals.

Taking a real trip to the southern states, Not Sidney is arrested, and like his distant ancestors during the time of slavery, he loses his freedom. Therefore, it is not surprising that one of the topics that the writer touches on in the novel is the theme of slavery and its consequences. Events related to the historical past of African Americans are presented as dreams of the protagonist and stand apart from the main storyline. The first dream that Not Sidney sees has similarities to the movie A Band of Angels (1957). He dreams that he is a slave named Raz-ru. The action takes place in New Orleans, around 1861. Everett describes the usual picture of the time as an auction of slaves, where the most expensive lot is an adult Negro. “The auctioneer barked out his attributes, said he was as strong as an ox, could lift and run all day and didn’t mind the heat or the humidity” (Everett: 2010). But the main subject of the auction is a mulatto named Samantha. The fact is that Samantha was brought up as a white girl. She does not feel like a slave. Raz-ru hates her for “inability to accept herself, for the refusal of her blackness” (Everett: 2010). Samantha is in love with her master and considers him a good man for teaching slaves to read and write and not applying physical punishment to them. This outrages Raz-ru, who realizes that no matter how humane the master is, slavery is a system of exploitation of people and slaves are master’s wealth. The dream ends with the beginning of the Civil War between the North and the South.

Not Sidney's next dream logically continues the previous one, but the film Buck and the Preacher (1972) becomes the basis for it. The film takes place immediately after the Civil War when black slaves gained freedom and the right to own their land. Here, Everett completely borrows the plot of the film, where the main character is committed to leading former slaves through dangerous territories controlled by white racists to the coveted lands. They suffer bullying, cruel torture, murder, which is a kind of act of demonstrating the power of whites over blacks. This dream, like the previous one, demonstrates the individual stages of slavery and the cruel relationship between whites and blacks (Fahrutdinova: 2016, pp. 1185-1193).

The central problem of the novel is the internal conflict of the protagonist. Throughout the novel, Not Sidney tries on different roles of a famous actor: the main character finds different social statuses and different social classes, tries to find himself and his place in it. But none of the proposed roles corresponds to the internal state of the protagonist and does not allow him to resolve the conflict within himself. Ultimately, Not Sidney even plays the role of “a pleasant African American, an icon of the 60s or 70s” (Kincaid & Everett: 2005, pp. 377-381). He realizes that the resemblance is becoming increasingly apparent. “No matter how they scrubbed they looked nothing like Sidney Poitier, but I looked just like him and so they stared. They starred at Sidney Poitier’s face in the mirror and I starred at it, too. The face was smooth, brown, older than I remembered, handsome. The face in the mirror smiled and I had to smile back” (Everett: 2010). Living like Sidney Poitier, the protagonist is increasingly turning into him. Turning to Lacan’s “mirror stage”, in this situation, Not Sidney loses himself in the world of illusions and discovers two personalities in him. He is forced to abandon himself, which brings him doubts, anxieties, and conflict with himself.

In the final scene, the main character is awarded the Oscar. However, the hero receives this Oscar only by mistake, instead of the real actor and director Sidney Poitier. Thus he does not gain but loses his own “I”, turning from Not Sidney Poitier to Sidney Poitier.

DISCUSSION

The internal conflict of the main character is also associated with his strange name. The problem of the name, and often the play with it goes through the entire African American literary tradition and becomes dominant in the issue of self-identification. This can be explained by the fact that upon the arrival of the Africans in America, the white masters gave them new names that were more convenient for pronunciation. Losing their name, the slaves lost touch with their native land and thus ceased to feel their integrity. As the famous American sociologist, Orlando Patterson writes: “The name is the second most important characteristic in the ritual of enslavement ... the significance of the name is that the name is a verbal sign of all identity” (Mitchell & Vander: 2013; Goryunova et al.: 2018). Thus, changing the name of the slave became a way of humiliation and destruction of personality. For Black Americans, choosing a name is not only one of the central issues, but also a way of expressing, both politically and metaphysically. As for the main character, in his name, there is a clear motive for denying himself through the “not” particle, which once again emphasizes the search for himself.

The question of the name is closely connected with the motive of the absence of the father (Du Bois: 2008). Slavery led to the separation of families, the separation of children from the family. The whites raped their slaves and then abandoned the black children. Subsequently, the impossibility of knowledge about parents became a defining feature of slavery, and one of the main characteristics of the African American tradition. In the novel, the main character is completely deprived of his family, cut off from his roots. Not Sidney does not know anything about his father and his strange name is only a figment of his mother’s imagination, and he has nothing to do with the famous actor Sidney Poitier. Then Not Sidney makes several attempts to find a potential father, one of which is Ted Turner, a famous American media tycoon. After the death of his mother, Not Sidney settles in his house, but immediately Turner denies the possibility of becoming the protagonist’s father. “To T. Turner’s credit even he was not comfortable with the scenario of the rich do-gooding white man taking in the poor little black child” (Everett: 2010). Not Sidney meets the third potential father in college in the person of Professor Everett (here the writer plays with readers and deliberately introduces a character named Percival Everett into the novel), who strongly supports Not Sidney, but categorically refuses the role of his father.

CONCLUSION

To summarize, the novel I am not Sidney Poitier occupies a significant place in the writer's creativity. It is diverse and it presents itself a combination of new and traditional approaches to African American literature (Shevchenko & Nesmelova: 2015, pp. 421-425). An appeal to the image of a famous actor involves the inclusion of a cultural layer of African American culture and history. The writer reproduces some stages of slavery, raises the topic of racial discrimination and prejudice, which was also reflected in the films of S. Poitiers. But in his work, Everett goes further. He depicts a modern African American who is already facing other problems. He is indifferent to the racist prejudices of whites because today he feels oppression by the same African Americans. On that point, we can conclude that Percival Everett may be considered a black writer who plays with mass cultural clichés, the structure and the composition of the works by creating fragmental narration, which, like a puzzle, compose finally a complete image for the reader (Borisovna et al.: 2014). Moreover, the development of the own culture layers is important to preserve cultural self-identification (Khabibulina: 2014, pp. 248-251) which is risen in the analyzed novel. He cannot find himself in modern society, and most social roles do not correspond to his internal state.

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Contemporary Politics in Latin America: Anti-Political Bolsonaro's Speech

Política contemporánea en América Latina: discurso antipolítico de Bolsonaro

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RESUMEN

Este artículo analiza los procesos políticos contemporáneos en Brasil, especialmente el proceso de reformular la expresión "jugar a la política". Los autores examinan los temas involucrados en este proceso de cambios políticos, la relación entre política, democracia y el concepto de un Estado de derecho democrático. Como el presidente Bolsonaro es un actor considerable de política en toda América Latina, no solo Brasil, se presta especial atención a su actividad y discurso político público.

Palabras clave: Brasil, Bolsonaro, democracia, ideología.

ABSTRACT

This article analyses the contemporary political processes in Brazil, especially the process of reframing the expression "to play politics". Authors examine the subjects involved in this process of political changes, the relationship between politics, democracy, and the concept of a democratic State of law. As the president, Bolsonaro is a considerable actor in politics in all Latin America, not only in Brazil, a special attention is made to his activity and public political discourse.

Keywords: Brazil, Bolsonaro, democracy, ideology.

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INTRODUCTION

In a comprehensive quotation, the term politics is related to a process related to the act of making decisions and which, under the force of law, will be applied to all members of a human community. Politics as an act of relations between communities and societies also applies to matters not only internal to a State (Domestic policy) but also external matters (foreign relations) (Brandt et al.: 2017, pp. 64-87; Rousseau: 1816).

Morphologically, this word originates from the Greek word "politikḗ" [sc. Tékhnē] and was related to the organization of the Greek Polis, or City-states, this meaning also expands to the Greek term "politikós" that makes reference to "citizen" or what "belongs to the citizen", to the "inhabitant of a City-state". Later, in the 13th century, it also started to mean "[science] of the State's relations.", consequently, over the centuries, other meanings were added to it, we can say that its meaning was adapted to the needs of each era (Saviani: 2018).

A peculiar point in the analysis of the term over the centuries, at least in Brazilian societies, is the fact that the term has gradually lost its practical and everyday meaning and has come to refer almost exclusively to matters related to the State, government, and politicians. Here it is worth mentioning that the term "Politician" has become practically a term related to a kind of profession. Brazilians, in general, understand that the terms politics and politicians carry a significant pejorative burden.

Johannes Althusius, a German Calvinist philosopher and theologian, published one of the theories of the conception of Politics as matters related to the organization of States, in a modern conception, it can be divided into several layers or smaller institutions (Althusius: 1997) that play a powerful role in controlling somehow the way people will live and behave.

METHODS

The research methodology is based on the comparative approach, historical and social structuralism methods that allow us to determine the stages and patterns of formation of political discourse as a part of political activity. The analysis of discourse is also taken as the basis of the methodology, along with comparative political analysis.

RESULTS

The relationship between politics and power

Politics is part of human praxis and cannot be separated from the concept of power, as politics is a form of manifestation of the power that a person (the politician) exercises over another person or a group of people, society, or community. In practice, when we elect a ruler, whatever it may be, we grant this person a type of power that will be used over us, even in case of "right democracy" (Ilikova: 2019, pp. 129-139). This subject will make use of these attributions and power to somehow influence our behavior, our way of understanding, and organizing the society in which we are inserted. This is political power.

Political power takes advantages of the possibility of resorting to force as a form of self-preservation, we emphasize that the power in question is a personified figure of authority - the person in charge, except in non-democratic regimes or where there is a constant violation of human rights, the use of force is found in the field of possibilities, this type of power becomes an obscure form of coercion, leading people to behave in a way that does not disturb political power (Alvarez & Escobar: 2018, pp. 317-330).

The ideological power

Ideological power is structured and based on its ability to influence the conduct and behavior of other people. This type of influence is only effective due to the political power that holds authority from the State (Bobbio: 1997). When analyzing ancient societies, several institutions held for some time both ideological and political power, at different degrees and at different times. In the middle Ages, for example, the state held political power, while the church held ideological power, if any citizen denied, for example, ideological power, the church required the use of political power to "punish" the unbeliever physically.

Since the Enlightenment, ideological power has also extended to intellectuals and scientists, as the sciences gained a preponderant status in the political life of society, greatly influencing people's behavior. Science proposes to answer for the mysteries of life in opposition to the ideological power of the middle Ages that explained life as mystery based on faith.

Social organization, political actors, and political practice.

A social organization or social institution is any structure based on social order, responsible for governing the behavioral sphere of a collective of citizens within a certain group. Social organization is a sociological concept defined as a pattern of relationships between individuals and groups. This organization is divided into layers and spheres, and each layer or sphere is responsible for several functions such as workforce, leadership, politics, religion, or education and exists based on cohesion and space-time.

These social structures are organized by a social purpose that can ignore the individual interests of a person, it means that collective interests override individual interests, and each government or figure with political power can impose rules that will govern the behavior of a person or community.

Political actors are elected by society in an electoral process based on their proposals for a predetermined term, political actors who are awarded the key to political power may or may not have the support of the greatest holder of ideological power, it will depend on much of the political positioning of the political actor and how this person interacts with the different layers of society.

In the Brazilian political scenario, political actors must have public contact with religious institutions, since religion is a very important institution in the field of ideological power, as its leaders, in general, are always associated with a political segment, to a political position. Religious leaders have a very unique power over the member of the religious community.

And this ability to associate with leadership or social segment with ideological power was perceived in Jair Bolsonaro's speech during his election campaign. The then declared Roman Catholic apostle began to associate his image not only with the Catholic niche but with all religions originating from Christianity. If analyzing only the Christian niche of Brazil, we will see that, according to IBGE [Brazilian Institute of Geography and Statistics] data, in 2019, approximately 87% of Brazilians declare themselves to be Christians and vote based on Christian values, in other words, the candidate must present himself as a Christian to receive a significant percentage of the votes in that niche.

Throughout the electoral campaign, Bolsonaro insisted on the motto "Brazil above everything, God above everyone", this motto won the trust of the vast majority of Christians. Bolsonaro then began to align his discourse with this niche discourse: anti-progressive discourse, anti-PT discourse, anti-feminist agendas, anti-abortion, anti-homosexuality, centralization of power in a messianic figure [the president himself] and everything that could be linked to anti-politics.

The term "to play politics" has gained strength in recent years in the Brazilian scenario due to the corruption scandals exposed by Lava-Jato, during this investigative process, practically all political parties were accused of participating somehow in some corruption scheme. People started to associate the term to play politics with everything wrong and immoral in the federal parliament.

During the 2018 election campaigns, practically all the figures who were democratically elected for a four-year term, who were entrusted with political power, used anti-political and anti-politician discourse, many outsiders used to say "I am a manager, I am not a politician". This type of speech echoed positively in the

imagination of the Brazilian electorate, these people believed that the country was devastated by corruption due to the decades of people who were almost professional politicians. This shift towards an anti-political movement was strong enough for there to be a relatively large renovation in the composition not only of the Brazilian parliament but in many other spheres of the states of the Federation.

In the imagination of the Brazilian electorate, “to play politics” is still strongly associated with blackmail, illegality. Any political agent who tries to enter the field of political discourse is accused of “playing politics”, and soon loses all credibility, even if temporarily.

Interweaving between democratic State of law, democracy, and anti-political discourse

The term "democratic State of law" brings us back to a basic concept regarding the existence of the figure of the State as an entity that exists and governs a society. The term "democracy" basically means "government of the people", that is, in a democratic state, the people exercise power, and the people are entrusted with political power. The term “of Law" refers to what kind of law will exercise the role of limiting the exercise of the political power of the State, in other words, that term limits the State's power over citizens. It is a legal attempt to prevent the State from oppressing the citizen.

In a modern conception, it is extremely complicated to understand the extension of a democratic State of Law, since it is the State, in many cases, that edits the rules of its action and oppression. On the other hand, if the State delegates the right to decisions to individuals, this individual will also be at risk of oppression, but in this case, coming from other individuals or anti-democratic instances. So the relationship between the people and the State must always be under surveillance to prevent the one to annihilate the other, and in this spy-game, the State will always have greater power compared to the power of a citizen (Ferreira Filho: 2017).

It is important to emphasize that the State by itself does not exist, because as a legal entity, a person must receive political power and the State will be personified in this person. It is precisely in this context that democracy ceases to be understood literally and takes on other meanings. The word democracy originates from the Greek word δημοκρατία [democratía], which is formed by two words: δῆμος [démos], which means ‘people’, and κράτος [krátos], which means ‘power’. Thus, democracy means “people's power” (Saviani: 2018). In the Brazilian scenario, people have a responsibility to elect their leaders. The Electoral Court, composed of ministers who are not elected by direct vote, is in charge of organizing and executing the entire electoral process, supervising and validating or not that process.

The elected candidate incorporates the figure of the State and holds political power and, in many cases, ideological power for a four-year term. It seems to be the attempt to direct democracy, as in Italy the “5 stars Movement” tried to do (Ilikova: 2019, pp. 129-139; Botelho: 2002). In the organization of the Brazilian State, it is not possible for the people to fully exercise power, in other words, “the power is not on the people’s hand”. The people exercise symbolic vigilance, as it is always the State that determines the rules of the State-people relationship. So we can understand, in this scenario that democracy is a state in which people have the right to elect their leaders through direct election mechanisms, but they do not have the political power to prevent the State from taking decisions contrary to the wishes of society.

DISCUSSION

At this point, we can think of legal mechanisms to remove a leader from power, the impeachment, but this mechanism will only be used in circumstances of flagrant violation of the obligations of that person in power or for purely political reasons, with no obvious relation to legal reasons - violations or crimes. If the act of playing politics is intertwined with the act of building a participatory democracy, where all those involved, observing the legal peculiarities, can exercise state surveillance functions and, even if theoretically, they have got mechanisms to stop any abuse of power or deprivation any kind of freedom, the emergence, and

consolidation of an anti-political discourse, which in some way re-signifies the Brazilian political scene as a whole, is extremely peculiar.

This trend is not disconnected from anti-democratic tendencies, since we observe today in many societies, such as the Hungarian one, for example, an anti-democratic formation process that is repeatedly updated by equally anti-democratic political choices (Reis: 1998, pp. 187-203; Fair: 2012), this occurs when the people, exercise their voting power, legal in the eyes of the Law, to elect other people, to attribute political and ideological power to people who have got no clear link with the maintenance of a democratic State of law. In this way, they seek to disconnect the first from any relationship with politics, then they deny political discourse, finally associating political discourse with other people notoriously linked to politics with acts of illegality and great social, moral, religious harm, economic and many other nuances.

An anti-political discourse is averse to politics and politicians, repudiates the way politics is played within a socio-historical period and tends to break human political activity which is, in a more figurative sense, the ability to relate with others, to obtain desired results and respect the will and freedoms of other members of a community (Lubenow: 2018, pp. 141-154; Castells: 2018).

This reframing may end up in serious consequences, as it can give the impression that the Brazilian State currently needs people without commitment to politics, public policies, and the federal constitution. This may mean a great deal of institutional instability, since voters can demand that the person with the political power fail to observe the rules of the democratic State of law and transgress to an autocratic anti-political State, and that power is validated and granted to a person by a large number of people.

This individual who does not have the image of the traditional politician, who presents him[her]self as an alternative to the state quo can in many cases represent not only the emergence of an anti-political political discourse, but also the rupture of plural political relations that are essential for maintaining democracy, freedom of expression and thought, in a comprehensive meaning, the fundamental freedoms, and, consequently, a not only semantic rupture of the term “democratic State of law”.

CONCLUSION

Brazil is currently undergoing a process of rethinking traditional ideas about politics, political actors, activities, and discourses. The change in Brazil’s traditional “left” course in recent decades, which is characteristic of many Latin American countries, leads to the disappointment of a significant part of the electorate in current political activity. The usual “left” politics in Brazil was replaced by the political agenda of right-wing populism, which was initially perceived with the hope of changes and improvements in the economy and social life.

At the same time, the changes taking place in Brazil now can lead to an increase in institutional instability, a loss of the foundations of a democratic rule of law, and a transition to authoritarianism and state populism. These political processes are very important for the analysis and understanding of political processes throughout Latin America because Brazil is a key factor because of its geographical and economic position in the region.

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Artículos

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Legal Measures for Crimes in the Field of Cryptocurrency Billing

Medidas legales para los delitos en el campo de la facturación de criptomonedas

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RESUMEN

Los casos de criptomonedas continúan aumentando. Se analiza la naturaleza legal de la criptomoneda y se concluye que hoy en día, a pesar de algunos intentos de regular legislativamente la circulación de la criptomoneda, existen numerosas lagunas, la mayoría de las cuales están en el campo del derecho penal. Con base en el estudio de los puntos de vista teóricos disponibles de los nacionales, así como el análisis de los materiales de práctica de investigación judicial de la esfera legal en consideración, los autores consideran que es necesario llevar a cabo un trabajo para formular una serie de áreas que racionalizarán relaciones de derecho penal.

Palabras clave: Activo digital, bitcoin, criptomoneda, moneda virtual.

ABSTRACT

Cryptocurrency crime cases continue to increase. The legal nature of cryptocurrency is analyzed, and it is concluded that nowadays, despite of some attempts to regulate cryptocurrency circulation legislatively, there are numerous gaps, most of which are in the field of criminal law. Based on the study of the available theoretical views of domestic, as well as the analysis of the judicial investigative practice materials of the legal sphere under consideration, the authors consider the necessity to carry out a work to formulate several areas that will streamline the criminal law relations in the field of cryptocurrency circulation.

Keywords: Bitcoin, cryptocurrency, digital asset, virtual currency.

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INTRODUCTION

Disputes take place among the experts in the field of criminal law, regarding the legal nature of cryptocurrency and the need to protect their owners with current legislation measures, including criminal law. In less than a decade, bitcoin and other virtual currencies made a significant impact on society and have become a unique payment system problem for law enforcement agencies, and financial regulators around the world. The rapid introduction and dissemination of technological changes, such as the blockchain, which serves as the crypto basis of bitcoin, continues to outstrip the ability of the law and regulation to keep up (Trautman: 2018, p. 447). Cryptocurrency offers potential advantages over traditional currencies, including lower transaction fees and faster transfer of funds for the services (Jafari et al.: 2018). Digital payment methods are increasingly used by criminals to launder money obtained through cybercrime (Van Wegberg et al.: 2018).

METHODS

The materials for the work were the provisions of the Russian and foreign criminal and information laws, as well as regulatory legal acts in the field of information security provision. The reliability of the results is ensured through the study of a significant and necessary array of legislative norms, as well as the use of modern methods of cognition, including dialectic; general scientific (analysis, synthesis, deduction, induction); private scientific (systemic-structural, formal-logical, and comparative legal).

RESULTS

Bitcoin is a newly developed type of decentralized digital cryptocurrency that does not have a physical form. It relies on P2P networks and cryptography to maintain its integrity. The main advantages of bitcoin are low transaction fees and anonymity. The legal status of cryptocurrencies remains uncertain in Russia. There is no common understanding of this phenomenon nature by experts; various terms are used to define it: “digital currency”, “property”, “digital asset”, “virtual currency”, “digital financial asset”, “electronic money”, etc. There are several proposals for recognizing cryptocurrencies as money, as well as digital money. Scientists have determined that the key differences between cryptocurrencies and electronic money are the lack of participant identification in financial transactions, their anonymity, which poses a threat to the use of cryptocurrencies in money laundering schemes and the movement of criminal financial flows (Dorofeeva et al.: 2019, pp. 884-894).

We support the authors' point of view, who pay attention to the fact that modern cryptocurrency demonstrates the obvious unpreparedness of law enforcement agencies to prevent crime (Ivantsov et al.: 2019, pp. 85-93). It is possible to evaluate the ongoing scientific research positively in this area among specialists. A significant number of authors consider the criminological risks of cryptocurrency trafficking in the Russian Federation, the problems of fake cryptocurrencies, fake wallets, and fishing, using which the perpetrators try to force the victim to provide them with a username and password (Sidorenko: 2017, pp. 147-155).

American scientists are considering the applicability of traditional criminological concepts to explain the causes of criminal activity in the virtual space and identify the factors contributing to crimes related to bitcoins. From law, cryptocurrency as a product or property is recognized by the legislation of several countries. So, the tax laws of Australia and the laws of the United States position cryptocurrency as the property taken into account for income tax calculation. In Israel, a profit tax is established when cryptocurrencies are sold at differentiated rates, and their amount is up to 25% of the total cost of sales. Taking into account the positioning

of cryptocurrency as a product or property in South Korea, it is planned to introduce VAT, gift tax, income tax and capital gain tax (Kethineni et al.: 2018, pp. 141-157).

In Russia, according to Art. 128 of the Civil Code of the Russian Federation, the objects of civil rights began to include digital rights since October 1, 2019. The distinctive features of bitcoin - decentralization, and pseudo-anonymity - are also attractive for criminal structures (Brown: 2016, pp. 327-339). However, criminal law does not allow the analogy of the law to be applied. Thus, it should be noted that the mechanism of criminal law counteraction to crimes committed using cryptocurrency is at the initial stage of development.

The first steps to cryptocurrency regulation are observed in the decisions of the Supreme Court of Russia, which indicated that cryptocurrency is also the subject of crimes establishing liability for laundering money and property acquired by criminal means.

DISCUSSION

We have developed proposals for current legislation improvement aimed at developing the mechanism for combating crimes committed in the field of cryptocurrency circulation. The first direction. It is necessary to determine the legal status of cryptocurrency at the legislative level, including its definition: “digital asset”, “virtual currency”, “results of intellectual activity”. After this, one should determine the rights and obligations of participants - the owners of such “goods”, as well as the measures of responsibility for unlawful encroachment on this group of legal relations.

The second direction. It is necessary to indicate what cryptocurrency can be in the criminal law doctrine during the process of committing a crime: the subject and (or) the means of committing crimes. This is important for its theoretical definition in the doctrine of criminal law and law enforcement since this concept depends on:

a) Determination of the subject powers for this type of acts counteraction;

b) Provision the coordination of countermeasure activities in an ever-changing information field and cyberspace and the growth of the facts of cryptocurrency use for criminal purposes.

Cryptocurrency can be the means of committing crimes. In turn, a cryptocurrency that reflects the subject of a criminal assault is a digital asset that has material value in connection with which or about which a crime is committed; acting on which the object of the crime is harmed.

The third direction. The established concept of understanding the subject and means of committing a crime exclusively as the things of the material world has outlived itself. The most common form of transfer is the transfer of the RF currency, which is the only legal means of cash payment in the country, as well as foreign banknotes that are in financial circulation. According to the provisions of the Federal Law No. 161-FL “On the National Payment System” (Federal law No. 161-FL: 2011), cash includes (but is not limited to) electronic cash. In this regard, it is currently not possible to attribute cryptocurrency to a possible subject of a bribe or commercial bribery in the form of money and securities.

We offer to consider cryptocurrency as a subject of corruption crimes in the form of illegal property service provision. An official can accept virtual money and transfer it to any currency in seconds, and can also pay for services without converting it into currency, and also use it as the means of payment in another way. The explanations of the Plenum of the RF Supreme Court regarding a similar subject of crime are quite abstract and are interpreted broadly. Thus, the illegal provision of property-related services by a court means “an official provision with a bribe of any property benefits, including relieving him of property obligations ...” (On judicial practice in cases of bribery and other corruption crimes: Resolution of the Plenum of the RF Supreme Court No. 24: 2013).

One of the problems is the clarification by the court, according to which the property transferred as a bribe or commercial bribe must receive a monetary value, and to take into account the expert’s opinion if necessary. In this regard, difficulties arise in property value determination seized or limited in circulation. Several scientists

suggest setting the cost of such an object of bribe based on market prices in the existing illegal services (Rustem et al.: 2018, pp. 996-999). This can cause certain questions of law enforcement when the latter has to turn to the illegal item market to set prices.

Considering the recommendations contained in the European Convention on the Criminal Responsibility for Corruption, the scope of the criminal law should be expanded to cover any form of an undue advantage, including the benefits of intangible nature, regardless of whether it has a market value or not. When qualifying bribery, the subject of which is illegal property values, it is necessary to take into account the following: the very fact of obtaining property benefits is criminal.

The fourth direction. Predicting the future fate of cryptocurrency and its recognition at the legislative level as other property, we formulate some judgments about the need for its protection by the criminal law provisions, including the provisions of the Ch. 21 and 22 of the Criminal Code.

Scientists propose to establish the legal criterion of other people's property about cryptocurrency, which will officially recognize the latter as an object of civil rights along with non-cash funds (Article 128 of the RF Civil Code) (Drozd et al.: 2017, pp. 221-228).

The value of cryptocurrency should not be determined by its physical signs, but by economic ones. However, the conclusion is complicated by the concepts of “property” and “right to another's property”, which are the objects of crimes against property. The main question is related to such a feature of the subject of theft as a physical feature that describes the possibility of moving the object with volume and mass in space. This can be solved by the legislative definition of cryptocurrency as the objects of civil rights (Article 128 of the RF Civil Code). In this case, we propose using the approach positively applied by the Supreme Court in the Decree No. 48 “On judicial practise in cases of fraud, misappropriation, and embezzlement” (November 30, 2017), which indicates that non-cash funds may be the subject of fraud, including electronic. However, the latter, as you know, is not of material, but of binding nature from the standpoint of civil law (Drozd et al.: 2017, pp. 221-228).

We believe that the legal means of influencing crimes related to the theft of cryptocurrencies in Russia is not enough. Despite this, some law enforcement agencies took the path of qualifying the offence under the Art. 272 and Art. 159.6 Of the Criminal Code. But the subject of offences under the Art. 159 and Art. 159.6 of the Criminal Code is another's property, and the right to another's property.

In turn, cryptocurrency can be represented by the subject of a crime under the Art. 165 of the Criminal Code. There is a diverse position on the legal assessment of the actions related to the theft of cryptocurrency among law enforcement officers. The fifth direction. The study showed that the criminal use of cryptocurrency threatens the economic and national security of the Russian Federation.

We believe that it is worth thinking about making changes to the following crimes:

1. Recognize the possibility of committing crimes using cryptocurrency as qualified elements of crimes against human life and health: the paragraph “b”., ch. 2, art. 105 “The murder of a person or his relatives in connection with the performance of an official activity or the fulfilment of public debt by this person, as well as paid using cryptocurrency”; paragraph "a", ch. 2, article 111 "Deliberate infliction of grievous bodily harm, committed against a person or his relatives in connection with the performance of official activities or the fulfilment of public debt by this person, as well as paid using cryptocurrency";

2. Recognize the subject and means of committing several crimes in the field of economics: paragraph "d", Part 2, Art. 163 “Extortion committed on a large scale, as well as related to the requirement of cryptocurrency transfer”, part 2 of the article 175 "The acquisition or sale of property obtained by criminal means, using cryptocurrency", part 2, article 172 “Illegal banking activities using cryptocurrency”;

3. Amending Art. 187 of the RF Criminal Code, which establishes liability for illegal circulation of payment means in terms of fixing the ban on the creation, use, and distribution of electronic programs or other electronic information intended for the illegal gaining of access to cryptocurrency

CONCLUSION

The study of the legal nature of cryptocurrency suggests that its understanding as a subject of legal regulation is ambiguous. However, the legislation of several countries positions cryptocurrency as a product or property, which allows taxation of various operations with it. We have developed several directions to improving the current criminal law, aimed at the mechanism improvement to counteract crimes committed in the field of cryptocurrency circulation. An important point is the need to recognize cryptocurrency as other property and provide additions to several articles of the RF Criminal Code, which will protect it with the provisions of the criminal law, and which has financial value and can act as the means of payment taking into account the properties of cryptocurrency.

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Women Derivative Names with Suffix -Чиц (А) / -Щиц(А) in the Russian Media Space

Nombres derivados de mujeres con sufijo -Чиц (А) / - Щиц (А) en el espacio de los medios rusos

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RESUMEN

El artículo está dedicado a funcionar en el tipo moderno de formación de palabras en ruso con el sufijo –чиц (a) / - щиц (a) como un medio para expresar la categoría derivada de la feminidad. El material lingüístico del estudio está representado por 459 lexemas con el sufijo –чиц (a) / - щиц (a), que funciona en contextos modernos. Se dan las características semánticas y estilísticas del tipo considerado de formación de palabras. Se llega a la conclusión sobre la productividad y la universalidad de las feminitivas –чиц (a) / - щиц (a) en el ruso moderno, lo que les permite permanecer en el centro de la categoría de feminidad de formación de palabras.

Palabras clave: Feminidad, formación de palabras, género.

ABSTRACT

The article is devoted to functioning in the modern russian language word-formation type with the suffix -чиц (a)/-щиц (a) as a means of expressing the derivational category of femininity. The language material of the study is represented by 459 lexemes with the suffix -чиц (a)/-щиц (a), functioning in modern contexts. The semantic and stylistic characteristics of the considered word-formation type are given. The conclusion is made about the productivity and universality of the feminitives -чиц (a)/-щиц (a) in modern Russian, which allows them to remain in the center of the word-formation category of femininity.

Keywords: Femininity, gender, word-formation.

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INTRODUCTION

Word-formation, along with grammar and lexicology, has long proved its equal status as an independent branch of linguistics. Due to the relatively late allocation into a separate linguistic discipline, word-formation is still the most undeveloped aspect of russian studies in terms of a functional approach. In linguistics, the categorical approach is the main one, and it is carried out from content to form, however, in contrast to other aspects, word-formation was exclusively considered from form to meaning until recently. The example of the main description of the word-formation system of the Russian language, which has become paradigmatic, is presented in russian grammar (1980) as a combination of word-formation types and word-formation nests.

The relevance of the research is defined by the need to study the word-formation semantics of the Russian language, aimed at comprehension and systematization of word-formation categories as complex units of the derivational system of the highest level synthesis. In modern Russian studies, the number of studies devoted to the description of the Russian word-formation system and its units from the standpoint of system-structural, functional and cognitive approaches has significantly increased (Makleeva et al.: 2019, pp. 186-189; Matveeva et al.: 2018, pp. 166-169; Shchuklina: 2017, pp. 209-217; Ukhanova & Kosova: 2019; Yerofeeva: 2018, pp. 251-261).

The purpose of the research is to study the features of the word-formation modification category of femininity in modern Russian, to generalize, systematize, and develop existing ideas about this word-formation category. Only through the prism of the categorical approach, the examination of consciousness and mentality is possible, which was and remains one of the Central tasks of cognitive linguistics. This approach corresponds to the spirit of the anthropocentric paradigm that prevails in modern humanitarian knowledge and is relevant from the applied application. A complete understanding of the system of word-forming categories of the Russian language will allow us to study the cultural, social, and mental specifics of the linguistic world-image of this speech community.

One of the most important cognitive categories for human consciousness is the category of sex. In Slavic languages, including Russian, the male-female dichotomy is expressed mainly using morphemic word-formation. It is known that the masculine gender of personal nouns is a universal explicator of the concept of a person in a universal sense when feminine nouns can only refer to women. At the highest level of word-formation categorization, femininity forms a hyped category, represented by the names of female animals and the names of women. The latter form the category of femininity, which, in turn, can have both a modification and a mutation structure.

METHODS

The analyzed language material is represented by 459 lexemes of the -чиц (а)/-щиц (а), functioning in the modern Russian language. Continuous sampling of feminitives was carried out based on Dictionary of Names of Women (Kolesnikov), Modern Explanatory Dictionary of Russian Language (Efremova) was used to check stylistic markings, some of the older dictionaries of the Russian language, Russian National Corpus (hereinafter RNC), the modern media and online publications, the blogosphere were included to study the functioning of feminizes in historical and contemporary contexts.

Traditional methods of the linguistic research were used: the descriptive method, which includes observation of language facts and their comparison, the method of system word-formation analysis, which allows defining word-formation types and word-formation categories, the method of field analysis, due to which the language subsystem is analyzed as a centre-periphery field.

RESULTS

The word-formation type with the suffix -чиц (а)/-щиц (а) is one of the most productive means of expressing the word-formation category of femininity in modern Russian. All derivatives with this formant have an exclusive semantic and word-formation meaning of femininity and name female persons who are characterized by an attitude to what is called a motivating word and determine their activity, character, craft, occupation.

The suffix -чиц (а)/-щиц (а) is formed from the masculine suffix -чик/-щик as a result of joining the ending -а and the third palatalization of velar consonants (Shchuklina et al.: 2016, pp. 190-196). The origin of the masculine suffix remains unclear, but the name with the suffix -щик is already found in the texts of 1267 (Naccarato: 2019, pp. 1-30), respectively, this suffix can be attributed to one of the most ancient in the Russian language. Sheremetyevo et al. write: "The parallelism of male names with the suffix -ник and -щик/-чик in the Old Russian period caused the appearance of female correlates ending in -чиц (а)/-щиц (а)". Already at that time feminitives ending in -чиц (а)/-щиц (а) name women not only my husband but also by occupation: головщица, уставщица, челобитчица (Sheremetyevo et al.: 2020). Back then the masculine gender of personal nouns could not name a person regardless of sex yet, this linguistic trend will appear much later, closer to the 20th century, when the number of women participating in social and labour activities increases significantly, and at the same time, there is a desire to unify personal names to save speech resources. For the nomination of women in Old Russian and the period of the national language, special word-formation suffixes with the meaning 'female person' were required.

In modern Russian, the suffix -чиц (а)/-щиц (а) correlates with the suffix -чик/-щик. Word-formation is accompanied by a truncation of the word stem so that the derived word is the same in complexity with the producing one: переводчик – переводчица, тестировщик – тестировщица. The correlation of the feminine noun ending in -щиц (а) with the masculine noun ending in -ец occurs in a modern language: продавец – продавщица is the result of the obsolescence of the masculine correlate in the продавщик – продавщица pair and the feminine one in the продавец – продавица.

The suffix was especially widespread in the Soviet era due to the growing involvement of women in labour activity. The word-formation type with the suffix -чиц (а)/-щиц (а) is actively used in socio-political vocabulary: аппаратчица, коммунальщица, учкомщица and in the names of professions: вагонщица, гвоздильщица, погрузчица, чистильщица. According to the conclusions of Protchenko, "Nouns with agentive suffixes -чик, -щик and correlative -чиц (а), -щиц (а) (in the form of feminine gender) are most widely used in agricultural terminology" (Protchenko: 1984, p. 222). Many of these names are becoming obsolete by the beginning of the 21st century because the professions to which they belong (теребильщица, etc.) disappear.

In Russian grammar (1980) derived names with the suffix -чиц(а)/-щиц(а) are not allocated to a separate word-formation type and are reviewed in the paragraph about the suffix -иц(а): "productivity of the type is shown in formations motivated by the words on -ик, -ник, -щик (new: визировщица, spec., одноклубница, sport.)" (Booij: 2012). this interpretation can be explained by the fact that the suffix -чик/-щик (-чиц (а)/-щиц (а), respectively) historically came from the suffix -ик (-иц (а), respectively) by complicating the formant.

According to the semantic structure of the names ending in -чиц(а)/-щиц(а) they are related to professional activities (гардеробщица, заготовщица, литейщица, оценщица, переводчица) and name a person by action (притворщица, зачинщица, рассказчица), a person about what is called a motivating word (кавээнщица, анонимщица, мусорщица). Seventy lexemes are formed using the suffix -льщиц (а), which arose as a result of the fusion of the suffixes -ль and -щиц (а). Vinogradov indicates that using the suffix -чиц (а)/-щиц (а)/-льщиц (а) is "possible and immediate formation of the names of the female persons <...> from the verb stems and noun stems with the meaning of the subject, e.g., ватерщица, подавальщица" (Vinogradov: 2001, p. 720). Such names belong more to the field of mutational word-formation, although they are formed accordingly to the same word-formation models as modification correlates, and are relatively rare in the field of female nominations. Most of the derived names of women are feminine correlates to masculine

personal nouns: красильщик – красильщица, болельщик – болельщица. The word-formation pair -чик/-щик – -чиц(а)/-щиц(а) is regular and stable: according to Yanko-Trinitskaya, "nouns with the suffix -тель is easier to part with the meaning of the masculine gender and more vividly displace the words of the feminine gender, than, for example, nouns with the suffix -щик (-чик)" (Yanko-Trinitskaya: 1966, pp. 167-210).

According to the stylistics, the feminizes on -чиц (а)/-щиц (а) can be characterized as rather neutral: only 153 of the 459 lexemes have the dictionary marks разг. /colloquialism, жарг. /slang, прост. /vernacular. Names ending in -чиц (а)/-щиц (а) are found in various styles of speech: from the colloquial speech (ахальщица, телевизионщица) and jargon (динамщица, халявщица) to the official style (налогоплательщица, квартиросъемщица).

The type maintains productivity in modern Russian: 1) in the formation of new generation professions: пиарщица, эсэмэмщица (SMM specialist – marketing in social networks), тестировщица, компьютерщица; 2) in realizing the need for feminine correlates towards masculine correlates in connection with the entry of women into professions that were previously inaccessible to them: дальнобойщица, газо-, электросварщица; 3) in the process of nominating women by area of interest or occupation: яойщица – a fan of the manga and anime genre yaoi (masculine correlate яойщик), тиктокщица – an active user of video-sharing social networking service TikTok, ютубщица – an active user of online video-sharing platform YouTube, инстаграмщица – an active user of social networking service Instagram. By an active user, we mean a woman who creates and posts content (photos, videos, or posts) on the platforms listed above. Such names are realized by analogy with the already existing feminine names in the language, and not directly from the names of men: thus, male users of the above-mentioned Internet platforms are usually called тиктокер, ютубер, инстаграмер, although occasionally there are nominations ютубщик, инстаграмщик. Feminine derivatives of names on -ер, according to the "word-forming habit", are formed using the suffix -ш (а): тиктокерша, ютуберша, инстаграмерша.

DISCUSSION

The highly productive suffix -чиц (а)/-щиц (а), which correlates with the agentive suffix -чик/-щик, forms from the names of men the corresponding names of women by profession, occupation, character. It is also possible to form such nominations directly from the verb and noun stems, which has a mutational character.

The considered word-formation model is one of the oldest native Russian means of expressing the word-formation category of femininity: derived names of women formed by the model with the suffix -чиц (а)/-щиц (а) appears in the language in the Old Russian period. The productivity of the type increases significantly in the mid-20th century due to the emergence of many new professions and the entry of women into labour activity in the post-war period. Women's names ending in -чиц (а)/-щиц (а) still make up a significant proportion of Russian feminitives, most of them being in a stylistically neutral zone.

CONCLUSION

However, a certain pejorative nature of such names, most likely, forces native speakers to resort to a word-formation type with a suffix -щиц (а). The means of expressing the word-formation category of femininity often enter synonymy relations, which is due, first, to the spectrum of stylistic marking of feminitives of a particular word-formation type (инстаграмерша – инстаграмщица), and secondly, to the specificity of synonymous relations for russian word-formation: such facts are found both in verbal and adjectival derivation. The variety of means of the word-formation category of femininity opens up wide opportunities for word-making and a language game, following the speaker's expressive and communicative goals. Thus, it can be concluded

that the word-formation type with the suffix -чиц (а)/-щиц (а) belongs to the core of the femininity category, being a highly productive stylistically neutral means of its expression.

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Derivative Substantives in the Media System of Text-Formation

Sustantivos derivados en el sistema de medios de formación de texto

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RESUMEN

El artículo considera sustantivos derivados como medios orientados al texto que afectan el contenido, el estilo y la evaluación del texto y reflejan las intenciones, el estado de ánimo, la forma de pensar y las emociones de su autor. La investigación se basa en el material del patrimonio epistolar de Chekhov. La identidad semántica de las formaciones derivadas se investiga utilizando el método de análisis de componentes. Como resultado de la investigación, se determinó que los sustantivos derivados, normales y ocasionales, están involucrados en la estructuración y organización del espacio de texto de la epistolaria de Chekhov.

Palabras clave: Formación de texto, género epistolar, sufijo, sustantivos derivados, texto.

ABSTRACT

The article considers derivative substantives as text-oriented language means that affect the content, style and evaluation of the text and reflect the intentions, mood, way of thinking and emotions of its author. The research is based on the material of the epistolary heritage of Chekhov. The semantic identity of derivative formations is investigated using the method of component analysis. As a result of the research, it was determined that derivative substantives, normal and occasional, are involved in the structuring and organization of the text space of Chekhov's epistolary.

Keywords: Derived nouns, epistolary genre, suffix, text formation, text.

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INTRODUCTION

Language of A.P. Chekhov's works is original and unique. His creative manner is distinguished by originality and singularity in the use of language means. The writer's verbal skill allowed him to convey the tragedy of everyday life, the imperfection of reality, which was especially evident at the turn of the XIX-XX centuries (Priimets: 2017; Li: 2019). The specific features of A.P. Chekhov's language are a kind of emotionally expressive mood, strongly marked connotativeness of semantics, appraisal and special imagery. The noted means of expression are used to create irony that permeates all the works of A.P. Chekhov and give the opportunity to depict the negative aspects of the surrounding reality, to express their own social position (Kataev: 1979; Rayfield: 1999). The epistolary heritage of the great writer is represented by a significant number of letters, in the language of which the linguistic identity of their author is fully reflected. Therefore, the studying of Chekhov's written heritage allows us deeper and more versatile comprehension of different aspects of his language style (Makerova: 2014; Wu et al.: 2017; Rocklage et al.: 2018).

A special place among the linguistic means of text-formation is word formation (Fatkhutdinova: 2015). In the letters of Chekhov, a significant number of derivative formations are used, which have both a conventional and an individual author's character (Krippendorff: 2018; Berger et al.:2020). The potential of derivational means is actively used by the writer and reflects the individual style of his syllable, realizing the associative, figurative and expressive capabilities of the word-formation system of the Russian language (Hyland: 2018; Puschmann & Powell; 2018).

A significant role in the creative manner of the writer is played by substantive word-formation. Derived nouns are used in the language primarily for the nomination of various objects and phenomena of reality. Therefore they perform an important communicative function aimed at achieving the accuracy of speech, that is, its correspondence to reality in the designation of surrounding realities - objects, people, abstract concepts.

METHODS

The widespread using of the descriptive-analytical method in the process of working on the analysis of textual examples made it possible to establish the functional features of nominal derivative forms and systematize them. Derived nouns are studied from the perspective of a systematic approach in functional and cultural aspects. The method of component analysis was used to analyze semantic changes and the process of formation of pragmatic components. When revealing the pragmatic information of a word in context, the contextual analysis method was used. The semantics of derivative words is studied using general scientific methods: observation, description, generalization, comparison.

RESULTS

A derivative word always appears in the language for some purpose, and, as a rule, this goal relates to the text, with the necessity to convey certain information in the text, creative expression, express relationships and feelings (Kruger: 2002; Teich & Fankhauser: 2018). Possessing a generalizing function, the word is capable of conveying in a convoluted form the results of human experience in mastering the surrounding reality. One of the topical goals of the functioning of any word, including the substantive in the text, is to organize the text itself, to form it as a communicative unit, that is, text formation. Bukareva (2006) defines text formation as "a process that is a detailed form of dividing the original concept into a number of components, and the subsequent synthesis of selected verbal components". In the process of text formation, a significant role can be played by a variety of linguistic means actively studied by linguists from the standpoint of their text-forming potential (Nurullina & Usmanova: 2016; Shaikhutdinova et al.: 2018; Valeryevna Erofeeva et al.: 2019), among which derivative formations occupy a special place. Substantives can be called text-oriented

linguistic means that affect the semantics and structure of the text. Mikheeva (2013, p.97-99), having examined the functioning of verbal nouns (deverbatives) in the text, notes that with their helping “temporal order semantics” is expressed, they are expanded into predicative units, the distantly located fragments of the text are combined, and in general they play a specific role in the formal organization and semantic structuring semantic layers of text. Occasional substantives – nouns created by the authors of prose and poetic works – become an important means of text formation in a literary text. Savchenkova and Pechenkina (2014, p.156-157), analyzing occasional substantives in a poetic language, reveals their functions such as a bright, accurate, fresh, concise expression of the necessary concepts; creation of a certain artistic effect, image; the expression of certain feelings, states, emotions.

Occasional nouns are most often formed within the framework of modifying word formation, which characterizes the assignment of the producing and derived elements to one part of speech and the inclusion of the lexical meaning of the derivative generating in the semantic volume, accompanied by the appearance of additional modifying semantic features in the derivative (Wang et al.: 2019). As a result of modifying word formation, diminutives, augmentations, words with the semantics of similarity, with the semantics of femininity, lack of maturity, collectivity, etc. are formed (Lafkioui: 2018; Menzel: 2018). Spiridonov (2014, p.314) notes: “Modification word-formation meanings in the field of occasional nouns allow the author to maximize the expressive potential of Russian word formation”.

In A.P. Chekhov’s works, derivative substantives are also used related to mutational models of word formation, which, as a rule, have a general linguistic nature. Observing the laws of Russian word formation, writers and poets, choosing models related to both modification and mutational word formation, remain within the framework of the laws of derivation. Such substances actively participate in the construction of the text, including in a part of the figurative formulas of speech, distinguished not only by their structure and pronounced internal form, but also by a special emotional charge and expression, thereby contributing to the linear expansion of the text space.

Language of A.P. Chekhov’s letters gives a rich material for the studying of derivational possibilities in Russian language at the turn of the XIX-XX centuries. The writer's letters combine personal and business: he often discusses with his addressees, both close people and business partners, issues related to the financial side of life – money, their availability, earning, lack of funds. Therefore, derived economic nouns occupy a special place in the epistolary of the writer: платеж (payment), крохи (crumbs), расходы (expenses), безденежье (lack of money), перевод (translation), etc.

For example, безденежье (a lack of money) substantive is used in letters 42 times, formed by the prefixal-suffixed method, which is used to characterize the writer's difficult financial situation: “Besides the pride, I'm crazy about the eternal lack of money (безденежье)” (to E.P. Goslavsky, December 1, 1899) (Chekhov: 1983, v.26, p.316). In the given an example, the epithet eternal carries a special semantic load characterizing the author’s distressing state. Other epithets to the phrase lack of money, with which helping the writer describes his financial situation – абсолютное (absolute), сплошное (continuous), изумительное (amazing), проклятое (damned), отчаянное (desperate) –also carry the additional semantic load, reinforcing the negative content of the token of безденежье (lack of money).

Several formations of this group are deverbatives and express the value of abstract action. This is a noun платеж (payment) formed using the suffix -ёж in the Russian language, which is used in correspondence with the publisher: “The point is not in quantity, but in the fact that this money would be received by me earlier than September 1 – the payment (платеж) date ...” (to N.A. Leikin, August 20, 1886) (Chekhov: 1983, v.19, p.256). As well as the formation of zero suffixation in the Russian language – расходы (expenses) - included in the group of words of economic semantics: “The expenses (расходы) are terrible. More than a ruble is spent on a cab per day” (to G.P. Kravtsov, January 29, 1883) (Chekhov: 1983, v.19, p.50). The discussion about financial issues is very important for the writer, and in the language of letters, the lexical item of this group become those elements of the text that help to do this accurately, in detail, specifically. These units are common because they denote financial phenomena that have their exact substantive names in the language.

The group of derivative names that characterize the financial situation of the writer includes diminutives, first of all, from the base деньги (money), for example: “There were some little money (деньжонки), but the devil pulled me to lend it to a friend-lieutenant” (to N.A. Leikin, August 23, 1884 g.) (Chekhov: 1983, v.19, p.123); “If you very soon send me a little money (деньжонки), then become like a water carrier, which a traveller can meet in the desert” (to V.A. Tikhonov, November 30, 1891) (Chekhov: 1983, v.22, p.309). This diminutive is characterized by a negative connotation, and it is used to convey the writer’s irony and neglect, as well as the modesty of his requests and unwillingness to talk about money.

From the base деньги (money) is also formed diminutive with the suffix -ишк- (деньжишки) in the Russian language. Talking about how he and his family took part in the fate of an orphan boy, the author writes: “My sister has collected some money (деньжишки), and duds (одежонка) for him, and our cook will take him to the train station tomorrow” (to L.N. Trefoleva, April 14, 1888.) (Chekhov: 1983, v.20, p.244). The using of subjective-evaluative formations of деньжишки (little money) and одежонка (duds) in this context also emphasizes the modesty of the author, who wants to note the insignificance of his contribution to the fate of the teenager.

Of course, derivatives are very significant, related to the field of his literary work and referring to the phenomena of this sphere: корректура (proofreading), экземпляр (copy), издание (publication), рукопись (manuscript), обложка (cover), etc. in A.P. Chekhov’s letters. To name his works and phenomena associated with them, the writer uses pejoratively derogatory nouns (pejorative) suffixes: вещичка and вещица (little thing, little story), книжица (little book), мелочишка (trifle), ерундишка (nonsense), повестушка (storytelling), рассказик (short story), and so on. So, the author names his stories prepared for publication in the journal as one-root diminutives of a little thing and a trifle: “But, as I remember, you had my little story (вещички) for each issue of the magazine” writes A.P. Chekhov in a letter to N.A. Leikin September 14, 1885 (Chekhov: 1983); “I would not send you a ridiculous short story (вещицы) if I were not guided by some considerations. I think that a serious little story (вещица), small, about 100 lines, will not hurt my eyes so much” (to N. A. Leikin, April, after 17, 1883) (Chekhov: 1983, v.19, p.67). The writer calls the result of his literary work words with diminutive and derogatory suffixes, thereby ironizing himself. A similar using of the diminutive книжица (little book) is noted in the following example: “I sent you my little newborn book (книжица) “Tales of Melpomene" tree days ago” (to N. A. Leikin, June 17, 1884) (Chekhov: 1983, v.19, p.110). It seems that the writer deliberately reduces the significance of his literary works, observing the communicative principle of modesty in letters. A.P. Chekhov perfectly understood the magnitude of his talent, and diminutive things like a вещичка (little thing), книжица (little book), show his ability to accept himself and his talent with restraint.

Substantives of the literary sphere become their organizing centres in the text of A.P. Chekhov’s letters, the essence of the most part of his letters is the organization of his own literary work and the publication of its results.

By the word мелочишка (trifle) the writer names his and other people's works in his letters to publishers: “I am sending you, the kindest Nikolai Alexandrovich, a story and some trifles (мелочишка)” (to N. A. Leikin, December 14, 1886) (Chekhov: 1983, v.19, p.279). In such names, the small size of the work is indicated, there is no shade of neglect in them. Derived substantives рассказик (the little story) and повестушка (the short story) also contain an evaluation component: “I would love to send a little story (рассказик) to “Magazine for All”, but I don’t have time or I have an ache a little” (to V. S. Mirolyubov, September 15, 1900) (Chekhov: 1983, v.27, p.118); “I am sending you, Fyodor Aleksandrovich, a very nice little story (рассказик) from my friend, an employee of ‘The New Time’” (to F.A. Kumanin, March 11, 1891) (Chekhov: 1983, v.22, p.193); “A story was written for "The Artist" and for "The Russian Thought" is not suitable; I will send it in Holy Week with the short story (повестушка) that I've promised” (to V. M. Lavrov, March 17, 1895) (Chekhov: 1983, v.24, p.308).

At the same time, Chekhov repeatedly upheld the importance of just a small prosaic form – a story in the correspondence. So, in a letter to N.A. To Leikin on January 12, 1883, naming all small works with the word

вещица (small thing), Chekhov writes: "I'm standing firm for small things (вещица), and if I were to publish a humorous magazine, I wouldn't accept everything long" (Chekhov: 1983, v.19, p.48).

DISCUSSION

Thus, the derivative nouns that perform a nominative function in the language and serve as the names of objects, people, abstract concepts, play an important role in the construction of the epistolary text. With their helping, the text space is organized meaningfully, stylistically, emotionally and axiologically.

In the A.P. Chekhov's letters, a special place is occupied by economic substances, spheres of health/illness, and literary creation. Derived names formed by both conventional and occasional models become text markers linking the writer's letters into a single epistolary space. They reflect the features of the writer's life, contain information about his financial situation, literary work, publishing, physical condition. Author's intentions are reflected in derived names of different suffix types, among which confined models and diminutives occupy a special place. They are used to create vivid images, reflect the author's idea, and with their helping the principle of comic, characteristic of Chekhov's creativity, is realized.

CONCLUSION

The analysis of the substantive word-formation of the famous word masters is important for understanding the processes of artistic creation in which the author's linguistic personality is realized. Since the writer's language represents an individually and creatively verbalized reflection of extralinguistic reality, its study is important both in the linguistic proper and in the cultural, cognitive and psychological respects. Therefore, the results of the study can be applied in the study of the language of A.P. Chekhov, stylistics, word-formation of the russian language, linguoculturology.

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Artículos

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Students Civic Activity: Information and Communication Approach

Actividad cívica de los estudiantes: enfoque de información y comunicación

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RESUMEN

El documento analiza la relevancia del problema y los actos normativos relacionados con el desarrollo de la actividad cívica de los estudiantes y define el papel del enfoque de información y comunicación en el proceso de desarrollo. El artículo examina los estudios dedicados a los temas de desarrollo cívico, conciencia cívica, actividad cívica y examina las nociones clave de la investigación (conciencia cívica, educación cívica, actividad cívica, socialización, comunicación, información, etc.). Se muestra que la interacción de la información promueve la socialización cívica del individuo. La participación social expresa el nivel de compromiso cívico del estudiante.

Palabras clave: Activismo cívico, comunicación, conciencia cívica, educación cívica, información.

ABSTRACT

The paper analyses the relevance of the problem and the normative acts connected with developing students civic activity and defines the role of the information and communication approach in the process of developing it. The article surveys the studies devoted to the issues of civic development, civic consciousness, civic activity and examines the key notions of the research (civic consciousness, civic education, civic activity, socialization, communication, information, etc.). It is shown that information interaction promotes civic socialization of the individual. Social involvement expresses the student's level of civic engagement.

Keywords: Civic Activism, civic consciousness, civic education, communication, information

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INTRODUCTION

The formation of civil and rule-of-law society is unthinkable without the civic education of young people. The civil state acts as an open society in which socialization and self-realization of each person are carried out (Blevins et al. 2016; LeCompte et al.: 2020).

The position of the individual in a democracy is largely determined by the development of the civil society and by the perfection of the mechanisms supporting the interaction and balances between the society and the state. In this context, the state is the institution that allows individuals to exercise their rights and freedoms (Clabough: 2017). On the other hand, the country needs citizens who are not indifferent to the problems of their homeland and who are ready to solve them (Garca-Gutierrez et al.: 2017; Aramburuzabala et al.: 2019).

The relevance of the problem of developing students civic activity is directly connected with the need to develop competitive, competent, active, responsible citizens able to give a boost to the country. However, recent sociological surveys show that the number of inactive young people is constantly growing and their societal alienation is more and more manifested (Lo: 2017; Komalasari & Saripudin: 2018). The relevance of the problem is indicated in PF regulatory documents. The Federal Law "On education in the Russian Federation" (Kiskeret al.: 2016) specifies the need to form a person-citizen, integrated into the society and aimed at improving this society. The need to develop civic activism is also reflected in state programs, such as the National program "Civil and secular education of the population of the Russian Federation in the XXI century" (Torney-Purta: 2002), subprograms "Involving youth in social practice" (Kahne & Sporte: 2009); "Strategy of innovative development of the Russian Federation for the period up to 2020" (Komalasari: 2019).

The main responsibility for fostering civic engagement and consciousness falls on state educational organizations. Education of a citizen-patriot is a fundamental task of students' moral development in a society that is preoccupied with its own prosperity (Khovanskaya et al.: 2017).

In the context of international integration and globalization of democratic countries, the issue of civic education attracts the attention of an increasing number of researchers, educators and politicians, psychologists and sociologists.

However, the methodological approaches to the formation of individual civic activity rarely investigate the anthropological, information and communication, participatory, synergetic aspects of the issue. Insufficient attention is paid to developing ways and means of integrating the socio-cultural environment.

METHODS

In our study, the information and communication approach to the education of students ' civic activity acts as a principle. "It is a means of abstract-generalized description and study of the information aspect of the functioning and structure of complex systems, as well as of information connections and relations in the context of the information theory" (Rowan-Kenyon et al.: 2007). The information approach allows us to study those aspects of natural and social objects for which the process of information exchange is essential from a unified point of view. The communicative approach to developing students ' civic activity is based on the conceptual ideas and provisions of the theory of communication, which provides the values of pluralism, mutual understanding between teachers and students as interacting subjects.

RESULTS

Let is turn to the conceptual and categorical framework of the research. One of the leading moral qualities of the individual is civic consciousness as a result of civic education. Civic consciousness is understood as the level of moral culture; an integrative set of personal qualities and is interpreted by means of the concept of civil culture (Yakovlev & Yakovleva: 2010). There is an ambiguous interpretation of the essence of civic

consciousness. In a number of works, an attempt is made to identify it through the manifestation of signs, for example, through the enumeration of personal qualities, such as patriotism, duty, activity, consciousness, etc.

Civic consciousness is a basic value critical for the development both of the society and the individual. "Civic consciousness determines the main vector of human activity" (Akin et al.: 2017). It is connected with the most important philosophical question — the question of the meaning and purpose of life, its value (Belentsov et al.: 2017).

We identify the following civic qualities: civic activism, civic responsibility, civic duty, patriotism, tolerance, respect for and acceptance of human rights and obligations, respect for the laws of the state, civic consciousness, and civic maturity. These qualities are civil because they are included in the civil activity and serve as its objectively necessary elements, forms of implementing the requirements of laws and civil society relations.

Today, the individual is becoming an increasingly significant social value. Civil activity manifests itself in creative civil work. Civic activism is the accumulation of experience in real socially significant cases through participation in civil associations and actions aimed at protecting civil rights, strengthening the rule of law, as well as the implementation of various types of projects (individual, group, collective), etc. (Belentsov et al.: 2019).

Gribanova (2016) identifies the following structural elements of civil activism: a) cognitive (a set of theoretical and civil ideas about the essence and content of the civil activity, awareness of socio-political issues, the ability to analyze socio-problematic aspects); b) motivational (the presence of interest and motivation for civil activity, the need for self-expression, self-realization in civil activity); 3) reflexive (acceptance of civil activity in the system of semantic connections of the living world, the ability to perform civil duties, compliance with social and legal norms (Agusditya et al.: 2017). We consider it necessary to add one more element. We call it a behavioural component which combines the algorithm of behaviour, methods of communication and interaction, the ability to defend a civil position and make decisions.

Developing civic activism contributes to the socialization of the individual, his/her entry into the system of civil relations. Socialization is interpreted as the process of assimilation of civil knowledge, values, social norms, skills and mastering social roles that allow a person to carry out creative civic activities and function as a freeman (Savrasova-V'un: 2017).

We define civil activity as an activity that has a personal and socially significant goal; a form of manifestation of an individual's civil activism aimed at educating a citizen in himself [ibid.]. Participation in creative civic activities contributes to the development of personal qualities, communicative creativity, as well as to the enriching of personal life experience.

Let is consider the essence of information and communication. Abdeev (1994, p.7) relates the concepts of "information", "organization", "management", "communication" to the process of reflection. In his opinion, they are needed to systematize the communication links, to accumulate information and to organize it. The effectiveness of the process of developing students' civic activity depends on the production and reproduction of information, the use of various means of communication.

The information society in Russia is rapidly developing. Cybernetics becomes the most important factor of the scientific and technological revolution at the highest stages of its development. Therefore, we need specialists who are active, mobile, competitive, and who possess communicative creativity and innovative technologies. This requires not only high-quality assimilation of a large amount of information but also the formation of competencies that contribute to solving socially significant information problems.

The implementation of the cybernetic approach, according to Taratuta (2018), will increase the level of students ' knowledge of information technologies, develop their critical, analytical, reflexive thinking, and optimize evaluative skills.

The ideas of cybernetics developed by Wiener (2019) required a new approach to information and communication, their philosophical re-integration in their correlation with the world and the person in this world.

Therefore, the information and communication approach is necessary for the context of developing students ' civic activism.

Kremensky (1977) notes that information acts not only as a property of matter but also as a property of systems. Information as an attribute of the system is manifested in the form of reflection, structure, relationship, activity, consistency, discontinuity.

The system of developing civic activism carries relevant information in the form of ideas, norms, rules, concepts, and facts. This information has a target and reflects the content of this system, the functional interaction of its components. The development of communication links leads to an increase in the flow of information, which contributes to the students' social awareness and, consequently, to the formation of their civic maturity. The demand for information, the nature of its flows in the media indicate the intensity of the pedagogical process, including developing civic activism of students. But in modern conditions, the effectiveness of the pedagogical process of character development depends not only on the content but also on information and communication technologies.

The technology of civic education includes some body of knowledge, techniques and tools, as well as information, rules, principles. Regular flows of information and its systematic analysis create conditions for effective organizing the educational process. Information interaction is connected with the exchange of information between subjects, which creates conditions for effective management of the pedagogical process.

The information included in the process of developing students ' civic activism comes in the form of ideas, concepts, categories, laws, and representations. Therefore, it is important for us to determine the state of the information field, the main parameters of information flow that have a civil orientation in accordance with the age and personal capabilities of students.

The information field of education as it includes information links of the family, the socio-cultural environment created by the educational institution, the system of mass media, the socio-educational environment. For the development of civic activism, it is important for this information field to be data-intensive, systematic and aimed at social values. Let is focus on the characteristic features of the information field, highlighted by Durmanov (2003).

In communication, it is important who transmits information and how he/she does it. The fact is that in communication, various factors interact, both linguistic and non-linguistic. They are open systems and, therefore, their integrity is relative and has its own communicative sphere.

To understand the essence of the information and communication approach in the context of developing students ' civic activity, it is necessary to have a clear comprehension of the relationship between the information space and the communication sphere. The character formation acts as an information and communication process. The developing process as it acts as a process of transmitting and exchanging information, based on communication. Communication itself, as we know, is carried out on the verbal and non-verbal levels.

DISCUSSION

Developing students' civic activity as an information and communication process is based on the interests and creative potential of the individual. The formation of this mindset depends on the understanding of the educational goals and specific conditions (situations). This mindset serves as the basis for activating the development of students' civic activity. At the same time, education as an information and communication process is associated with the development of the individual, motivational sphere, which is closely connected with social values. It is important that these values should become personal ones. The transformation of these values into personal ones is associated with the expansion of the information field, the inclusion of the individual in the socio-educational space, as well as in the system of social values and socially significant, creative activities.

In the process of developing students' civic activity/ activism, a major role is played by the information and communication competence of the individuals, which acts as the ability of students to establish contacts with people, to transmit and perceive information. Important attributes of information and communication competence of a person are his/her adaptability to changing conditions and possession of verbal and non-verbal means of communication. On the basis of interpersonal communication, personal development is carried out, experience and principles of social relations are formed. Communication is an important condition for learning, personal development, and civic engagement.

CONCLUSION

The problem of developing students civic activity requires the rethinking of the forms, methods and tools used in working with young people. Despite the fact that there are many works in this field new approaches are needed to solve the problem on the basis of systematizing the existing theoretical and methodological ideas in order to exclude destructive civic activism, which is negative and devastating in nature.

The information and communication approach to the study of this problem allows us to analyze the characteristic features of the process, to assess the degree of data intensity, to "characterize the mechanisms of obtaining, transmitting, recognizing, converting and storing information which is important for obtaining the planned results".

It is impossible to cover all the ways of improving the system of developing civic activity within the framework of one article. To sum up, we may note that it is necessary to create conditions for this work. One of the conditions is the implementation of the information and communication approach to the development of students ' civic activity. When students are included in creative civic activities, they gain valuable experience and development. Creative civil activity is based on civil competence, which is developed within the framework of socialization.

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Dialect Features of the Siberian Tatars Song Culture

Características del dialecto de la cultura de la canción de los tártaros siberianos

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RESUMEN

El objeto del trabajo de investigación es la cultura tradicional de la canción de la población tártara de Siberia en el contexto de las características del dialecto. El artículo analiza muestras de canciones obtenidas durante expediciones a las regiones de Novosibirsk y Tyumen, donde viven los tártaros. Como resultado de la investigación, se grabó material variado e interesante. La información se recopiló sobre la base de un cuestionario para recopilar el folklore de la canción para un análisis detallado de la muestra grabada, lo que permitió una mayor identificación del área de distribución y las características del dialecto local, así como formas modernas de creación de canciones tradicionales entre la población tártara de Siberia.

Palabras clave: Cultura étnica, dialecto, folclore musical, idioma, tártaros siberianos.

ABSTRACT

The object of the research is the traditional song culture of the Tatar population of Siberia in the context of dialect features. The article analyses song samples obtained during expeditions to the Novosibirsk and Tyumen regions, where Tatars live. As a result of the research, various and interesting, the material was recorded. Information was collected on the basis of a questionnaire to collect song folklore for a detailed analysis of the recorded sample, which allowed further identification of the distribution area and local dialect features, as well as modern forms of traditional song creation among the Tatar population of Siberia.

Keywords: Dialect, ethnic culture, language, music folklore, siberian tatars.

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INTRODUCTION

For more than three hundred years, since the XVII century, the language and traditional culture of the Siberian Tatars have been the subject of study by a large number of researchers (Zavgarova & Sungatov: 2017; Martynova: 2018; Nurgayanova: 2020). Important ethnographic information is contained in the works of Sayfulina and Karabulatova (2014).

Yusupov et al. (2013) in their collective research write that historical, ethnographic and other studies indicate that the Turkic-speaking tribes that formed the basis of the Siberian Tatars had genetic and historical connections with the Nogai, Kazakhs, Turkic tribes of the Uzbek nomadic Association, were in contact with Kazan, Central Asian khanates. Language materials also indicate the presence of an Eastern Turkic component in the composition of the Siberian Tatars. In addition to local Turkic-speaking tribes, newcomers Tatars and Bukharans took part in their formation, and local tribes of Finno-Ugric and samoian origin also had a certain influence on this process.

They devoted their research to the study of dialects of the Siberian Tatars Sayfulina et al. (2013) and Khusnutdinova et al. (2015).

However, scientists do not agree on the definition of dialects of the Tatar language. Some scientists claim that the Siberian Tatars are native speakers of the Eastern dialect of the Tatar language, some scientists consider it a separate language (Sayfulina, F. S, Karabulatova: 2014; Fayzullina et al.: 2017).

Despite the fact that modern linguistic science has clear definitions of dialect, scientists often use the term in two meanings. First, in the sense of a language unit that serves small ethnic groups or collectives United to some extent in one historical and ethnic community, which does not, however, have a single national language. In this sense, a dialect is not a part of "branch" of a language as a higher-ranking language unit; on the contrary, a set of closely related dialects may constitute the language of an ethnic community. Since a dialect in this sense does not belong to a language, but to a particular collection as the only language unit serving it, we should not speak of dialects of a language, but of dialects of a nation, ethnic group, or other community of people.

METHODS

It is in this sense that a number of scientists consider it possible to speak about the dialects of the Siberian Tatars. In this case, the language differences are clearly confirmed by the facts of territorial differences, peculiarities of ethnic formation and historical development of various groups of Siberian Tatars, during which they were subjected to various influences of related and unrelated languages. Taking into account the totality of all these data Allowed Tumasheva to distinguish three dialect arrays in the studied territory: tobolo-Irtysh, Barabinsk and Tomsk (Sayfulina & Khasanova: 2008).

Secondly, in the course of historical development, the dialects of the Siberian Tatars were consolidated with the Tatar national language and entered into its dialect system, so now we can talk about them as a dialect of the Tatar language. In this case, the dialect is used in its usual meaning: as part of a language, as a lower-order language division that is part of another language unit at a higher level of membership.

The following research methods were used: system and structural analysis and synthesis of scientific, historical, ethnographic, linguistic, art history, musicology, and archival literature. The author summarizes his own experience in the framework of the studied problem. Empirical data were obtained from interviews, observations, interviews, audio and video recordings.

RESULTS

Song traditions play a significant role in the cultural heritage of each nation, as it is known that singing is one of the most natural types of folk art. Song culture speakers usually know a large number of song texts and use different tunes. People who have a beautiful and strong voice have always enjoyed the authority of others (Harris: 2017; Gabdullaziyanova et al.: 2019).

The song tradition is widespread and occupies an important position in the traditional culture of the Siberian Tatars. Song genres convey historical events, incidents, a person's state of mind, their feelings of love, experiences and reflections on their past life, memories of their youth.

Currently, samples of the Siberian-Tatar song culture have been recorded and transcribed by Kapitsyna and Kondratieva (2013). In the research of Smirnova (2009) and other musicologists, we consider the pitch, intonation and fret features of Siberian Tatar melodies. The works are devoted to aspects of linguistic interpretations Karabulatova and Sayfulina (2015).

After the XVII century, the system of dialects and dialects of the Siberian Tatars collapsed, and a new system, namely, a commonly spoken language was not fully formed. The different ratio of local Turkic tribes with newcomers Bukharans and Tatars, together with various factors affecting ethnic and linguistic development, led to the formation of special ethnic and territorial-linguistic groups of Siberian Tatars.

Tatar dialects common in the territory of the Urals and Trans-Urals differ from other dialects of the Tatar language in the presence of archaic phenomena characteristic of the ancient stage of development. In song folklore, folk music and poetry, you can find preserved ancient forms of the language, which allows you to identify some of its features (Pamjav et al.: 2012; Guler et al.: 2018; Nikolsky: 2020).

Expedition studies of different years show that the musical folklore of the Tatars living in Siberia is a diverse phenomenon. Interesting materials about modern forms of song traditions were obtained by the authors as part of complex expeditions in 2017-2019, organized By the Institute of G. Ibragimov Institute of Language, Literature and Art of the Academy of Sciences of the Republic of Tatarstan. Samples of village song folklore, wedding chants, chant reading genres, baits and munajats were recorded, which are still preserved in the memory of older people (Li: 2017; Provine et al.: 2017; Sayfulina et al.: 2020).

The complex expedition of 2017 covered three districts of the Novosibirsk region: Kolyvan, Kargatskiy, Barabinsk. In the Kolyvansky district of the Novosibirsk region, members of the expedition managed to touch the song culture of the Barabin Tatars, as well as one of the dialect groups of the Tomsk Tatars – the Ob chats.

The origin of the Tomsk Tatars was influenced by the Turkic tribes that have long lived in these lands. The Tatar-Chats, previously considered an independent tribe, are now part of the Tomsk Tatars. In the XVI-XVII centuries, they roamed the territory located in the upper reaches of the Ob river. Scientists have noted the genetic affinity of the Tomsk Tatars with the tobolo-Irtysh and Barabin Tatars. The Tomsk Tatars two dialect: austinsko-chats, Kalmak and Orsk persuaded chat in Kolyvan district (Shabaev & Zherebtsov: 2018; Suleymanova: 2020).

Barabin Tatars are part of the Siberian Tatars, the indigenous Turkic-speaking population of the Ob and Irtysh rivers. They are settled in the Novosibirsk region. In the XVI century, they led a semi-nomadic lifestyle, engaged in animal husbandry and agriculture.

In the village of Yurt-Ora of the Kolyvansky district of the Novosibirsk region, a meeting was held with the bearers of the song traditions of the Ob chats. Songs were recorded in the chat dialect of the Tomsk dialect of the Tatar language or as the villagers say “seberekcha” (in Siberian). The materials of the expedition to the Novosibirsk region in 2017 and the analysis of recorded song images are presented in the article by Martynova (2018).

On the territory of the Tyumen and Omsk regions, the tobolo-Irtysh dialect is the most common in places where Siberian Tatars settle. This includes the Tobolsk, tevriz and tarsk Tatars, whose dialects were influenced by the Bukharans, as well as newcomers from the Volga-Ural region. The tobolo-Irtysh Tatars are

considered descendants of the most ancient tribes of Western Siberia and represent the main part of the Siberian Tatar ethnic group (Suleymanova: 2018; Karkina et al.: 2019).

In the 2019 expedition to the Tyumen region, meetings were held with residents of villages in the Tobolsk and Vagay districts, where Siberian Tatars live, whose language belongs to the tobolo-Irtysh dialect (Shagidullina: 2019).

In the Tobolsk district, words and expressions related to song culture were recorded. A chant or melody is designated by the term "koj", which is generally accepted among the Tatars. However, the dialect feature of pronouncing the consonant "K" is revealed here. In contrast to the literary Tatar language, where it sounds soft, the Siberian Tatars sound noisy bowed uvular deaf consonant "K". There are expressions: "kojlep Uku" - chanting prayers; "kojlep utyra" - when any action of a person is accompanied by singing.

The tobolo-Irtysh dialect is a jokative, i.e. it systematically uses the consonant "j" at the beginning of the word. Thus, the song category is designated by the word "jyr", while in the literary Tatar language it sounds like "zhyr". The call to sing the song sounds like "ejde, jyrlaek" or "jyrlap alaek". When a person sits and sings, saying: "jyrlap utyra".

There are also expressions about the qualities of the voice that are common in different ethnographic groups of Tatars:" koje juk" – no voice; "kojsez keshe" is not able to sing people.

There are sayings: "kojem juҡ, no ү sem ker" – Can't sing, but he is vociferous; "Jyrlaj pel'mejsen – jyrlajsyn!" - You can't sing, but you sing!

There is a short chant about the love of the song:

Jyr tsatsmagan paktsaga,
Jyr tsatsmasam da paktsaga,
Satyp almam aktsaga! (You can't grow a song in a garden and buy it with money).

In the village of Toboltura, Tobolsk district, a wedding chant was recorded, performed at the meeting of matchmakers, the words and melody of which are quite widespread among the Tatar ethnic group:

Kajtan kilteges ses peske,
Patmaentsa tinkeske?
Katerle sez kunak peske!
Ni hormet itik seske? (Where did you come from across the deep seas? Dear guests, what can we do for you?)

The given samples express the most striking features of the tobolo-Irtysh dialect. The main feature is the clucking when the anterior affricative consonant "ts" is pronounced instead of the consonant "ch" accepted in the literary language. The beginning of words is dominated by the sound "p" instead of the literary "b". The anterior-lingual semi-voiced consonant "d" moves to the "t" position. Instead of "z" in the middle of words, there is a noisy slotted anterior-lingual deaf consonant "s". The posterior-lingual noisy slotted semi-resonant consonant "g", in contrast to the literary Tatar language, sounds like "K".

The tobolo-Irtysh group of Siberian Tatars includes the Zabolotny Tatars, who are considered one of the most ancient peoples on these lands. Their places of residence are characterized by impassable in spring and summer endless swamps. Villages located far from each other can only be reached by boat along small rivers and shallow lakes. In the expeditions of 1980-1985, scientists recorded unique works of oral folk art of this ethnic group. Due to the inaccessibility of this territory, communication between the swampy Tatars and other groups of the Turkic population was limited, so they retained a number of language features, Parallels to which are found in the tevriz dialect and Barabin dialect. The dialect is distinguished by the presence of a large number of language phenomena that are common with the Orkhon-Yenisei and Eastern Turkic languages.

Currently, in modern Siberian dialects, one can observe the parallel use of the literary Tatar language and the peculiarities of local dialects.

In Zabolot'e village of Cheburga (tat. Kukryande) had a conversation with a resident by Z. Bajnashev (1950). He is fluent in literary Tatar language, and Zabolotny says. In his performance, a song about the village of Kukryande was recorded on the poems of a local resident Sh. Ibragimov (born in 1923). This sample is an example of a text where the performer uses both dialects.

Er gem etsen juyk tugan jere,
Tugan avyly, tugan mejyashe.
Ken anda anyn' par masayetsy,
Tormyshynyn' yame, otsmagy.
Yashya, avylym, yashya avyldashlarym,
Yashya myan'ge yaratkan Kukryandem!
Sinen' isemen', alys alyslarga,
Mayak bulyp hyar vakyt kukryasen!

Thus, the material of song folklore reveals the existence of different dialects of the Siberian Tatars, which allows us to identify the features of the language of the Tatar people. This priceless song wealth preserves the peculiarities of the language of this region, reflects the history of the people, their life wisdom, worldview, and attitude.

DISCUSSION

The study of the national and cultural heritage of ethnographic groups of Tatars, their cross-cultural interaction, as well as interaction with neighbouring ethnic groups, has so far attracted scientists, linguists, folklorists, ethnographers, ethnomusicologists, and teachers.

Among the dialect groups of Siberian Tatars, Parallels with various Turkic cultures are revealed, including the culture of the Volga-Ural Tatars. Today, the considered dialects represent a gradual transition from Kipchak features to Eastern Turkic and a different degree of mixing with the Volga-Tatar language.

Socio-economic reasons, such as the famine in the Volga region in the early 1920s, the Stolypin agrarian reform, and exile, led to a change in the ratio of indigenous Siberian Tatars and Volga-Ural Tatars. Marriages between them had a significant impact.

It is worth noting the presence of Siberian Tatar and literary Tatar bilingualism when representatives of the local population can easily switch to these languages.

CONCLUSION

Song culture is a part of the spiritual heritage of the people, on the basis of which ethnocultural traditions, folk and professional art, language and literature are developed. Song traditions of the Tatar people include musical and poetic tales, historical legends and legends about certain events and personalities; folk songs and baits reflect fantastic and everyday events; ancient traditions; which are characterized by expressiveness, imagery, conciseness, accuracy, wit.

It is safe to say that nothing can give a greater idea of people than its folklore. Folk music and poetry have always been the ideological and artistic heritage of the people, in which they could express their vision of the world and attitude to life. The study of the song culture of the Siberian Tatars is important not only for the study of dialect and intonation systems but also for the development of the culture of the Tatar people as a whole.

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Artículos

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Translation of Emotional Media From English to Russian

Traducción de medios de emotividad del inglés al ruso

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RESUMEN

La esfera emocional se considera uno de los sistemas humanos más complejos. El traductor moderno de textos literarios tiene una doble tarea: transmitir las realidades e imágenes características de la cultura del idioma original y, al mismo tiempo, preservar la integridad, la claridad y la armonía del idioma nativo. El valor práctico del estudio está determinado por la posibilidad de aplicar los resultados contenidos en la práctica de la traducción artística, en enseñar la metodología de traducción en el desarrollo de manuales didácticos y en la enseñanza del inglés.

Palabras clave: Emoción, Equivalencia y adecuación de la traducción, Personalidad lingüística del traductor, Texto artístico, Vocabulario emocional.

ABSTRACT

The emotional sphere is considered one of the most complex human systems. The modern translator of literary texts has a double task: to convey the realities and images characteristic of the culture of the original language and, at the same time, preserve the integrity, clarity and harmony of the native language. The practical value of the study is to determined the possibility of applying the results contained in the practice of artistic translation, in teaching the methodology of translation, in the development of didactic manuals and in the teaching of English.

Keywords: Artistic text, emotion, emotional vocabulary, equivalence and adequacy of translation, linguistic personality of the translator.

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INTRODUCTION

In the conceptual and linguistic picture of the human world, emotions occupy a large place, which constitutes the motivational basis of consciousness and social behaviour. The study of emotions involved representatives of various areas of humanitarian knowledge: psychologists, philosophers, linguists, and psycholinguists. In domestic and foreign linguistics, a whole trend has developed that studies the conceptualization and verbalization of emotions in the language (Zabavnova & Zamaletdinov: 2016, pp.3471-3475). The majority of emotional linguists consider relevant the problem of a comparative study of the verbalization of emotions in different linguocultures. As in linguistics, and psychology and philosophy, many attempts were made to create a classification of emotions, but none of these classifications was widely accepted and was not used as a universal tool for further research. The difficulty in creating such a classification is that often the same emotion is denoted by different words, and this or that language designation can only be a symbol of the intensity of the emotion already having its name in the language (for example, joy-delight-euphoria) (Jones: 1986, p.212). In addition, it is widely known that verbalization of emotions is ethnically specific and occurs differently in different linguistic cultures. Here, too, it is necessary to mention the continuing polemic with the universality / non-universality of emotions. With a great deal of certainty, we can say that the so-called basic emotions (mental processes based on the perception of the world by a person, for example, fear) are universal. However, there are also socialized (in other terminology - moral or aesthetic) emotions, which are a culturally conditioned product (Shakhovski: 2008, p.208). The main objective of this study is to establish lexical and syntactic means of adequately conveying descriptions and expressions of emotional state in the artistic translation into Russian of the semantic system of the language of the novel «Howl's moving castle» by Diana Wynne Jones (Jones: 1986, p.212). The main character of the novel is a young girl Sophie, who lives in a fairytale country, where witches and mermaids, seven-mile boots and talking dogs are a common thing. Events are told by Sophie, who is very emotional in nature (Holden & Hogan: 1993, pp.67-88).

METHODS

The novel of Diana Wynne Jones "Howl's moving castle" was chosen by us as an object of research (Jones: 1986, p.212). The actual research material is presented based on of the following principles: the conceptual richness of the text fragments chosen for the analysis of emotional vocabulary; their high specific weight in the semantic structure of the work; availability of translation (the author of the translation is A.Brodotskaya).

Since the scope of this work does not allow the full inclusion of the text case of examples, in most cases combinations of individual original and translation statements are given, but the analysis was carried out taking into account the integral context of the artistic translation (Izard: 2007, p.464).

The following methods were used in work: a comparative analysis of the comparison of the translation text with the text of the original work, transformational, quantitative, statistical analysis (Sokolova: 2020).

RESULTS

All of us constantly feel different emotions: joy, sadness, sadness, etc. Emotions help us understand each other better. People belonging to different nations are able to accurately perceive the expressions of a human face. Different cultures relate differently to different emotions, endowing experiences and manifestations of individual emotions with social connotation, which affects upbringing and socialization, and this, in turn, affects the system of notions of the world, the social organization and the semantic embodiment of certain elements in the structure of the meaning of emotional vocabulary (Amirova: 2020). In all known language systems, there

are signs of emotions, and behind each of them, there are existing ideas about the character of emotions, about the causes that cause it, etc. In this connection, it can be said that the designations of emotions provide both the norm of a culture of speech communication in a given language community and various deviations from it in group subcultures. For these purposes, in the lexicon of any language community, there is a starter set of synonymous notations of emotions for describing one or another emotion (Shabasheva & Ignatovich: 2020, pp.13-19).

The emotional sphere is almost the most complex system of man. Emotions are one of the basic and all-pervasive aspects of human experience. Usually, people experience a wide range of emotions: from calm satisfaction in performing a relatively ordinary task to the grief experienced at the death of a loved one (Fedorenko: 2020). Therefore, the sphere of emotions undoubtedly requires in-depth and detailed study not only from the point of view of physiologists and psychologists but also from the position of linguists. For linguists, the language tools used to express the speaker's feelings and to influence the emotional sphere of the listener are of interest (Dou: 2019). The artistic text is primarily related to the world of emotions and feelings of man.

The study of emotive vocabulary is interesting because the true nature of human feelings, passions, emotions, and their strength can be recognized through the form that they acquire, coming from the inner world into the external, that is, thanks to the word. The study of precisely such vocabulary is important and necessary for understanding the ideological meaning of the artistic text and for understanding human psychology as a whole (Solnyshkina et al.: 2018, pp.299-306). The emotions of the heroes of the work are a special psychological reality. Their totality in the text is a peculiar set, changing as the story develops, reflecting the character's inner world in various circumstances, in relations with other subjects. Careful consideration of the names of emotions, their semantic and pragmatic properties is necessary for the fullest understanding of the emotional vocabulary that is part of the lexical-semantic system of language. The current situation in the field of the translation of fiction - in particular, the translation of numerous works of modern English and American writers into Russian - requires the derivation of patterns of treatment with the language, characteristic of quality translations (Gafiyatova & Pomortseva: 2016, pp.146-149; Nasibullova et al.: 2017, pp.447-458).

Relying on the classification of the emotions of the American scientist K. Isard, in this study we identified the most frequently mentioned emotions in the work of Diana Wynne Jones "Howl's moving castle" (Jones: 1986, p.212). In the novel there are the following emotions in most cases: "surprise" (124), "fear" (78), "anger" (53), "joy" (47), "interest" (19), "grief / suffering" (17).

DISCUSSION

The analysis of emotive vocabulary according to V.Shakhovsky's classification allowed to establish that among the vocabulary, which denotes the emotion of in the novel of Diana Jones, the most expressed was the emotion "surprise", which is explained by the inner state of the main character and the genre of the work (Jones: 2013, p.448). Also in the novel expressive emotions of fear and joy: "looking small and upright and nervous", "Cesari's seemed great fun", "I was so angry".

Among the vocabulary describing emotions, the lexemes that describe the inner state of little Sophie dominate. First of all, this is fear, sorrow/suffering: «The customer glared», «Pale and obviously upset», «He stared at Sophie with a kind of beseeching horror», «Her voice seemed to have gone strange with fear and astonishment» (Nicolaeva: 2019, pp.388-392).

The vocabulary was expressing emotions Diana Wynne Jones represents through the exclamations of the main characters. In these cases, the surprise is reflected in the foreground and fear predominates: «I'd be far too scared!», «Like an old maid!» «I-I'm on my way to see my sister», «No. No. Thank you, sir! – she gasped and fled away past him», «What a fate! – Martha exclaimed» (Jones: 2013, p.448).

In the novel "Howl's moving castle" of Diana Wynne Jones the life of young girls is described (Jones: 2013, p.448). The plot of the novel is rather complicated. This is the story of one of the three sisters, Sophie. She is in the power of the spell, imposed by a jealous Swamp Witch. Turning into an old woman, Sophie goes to the castle to the eccentric Wizard Howl, who has far from the best reputation in the district. For a long time lingering there, she can help the wizard, unravel the whole network of intrigues, get rid of her own spell and even find love (Barkhudarov: 1975, p.240; Semerenko & Pliushchai: 2019, pp.39-46).

Events are intertwined with each other so that the story remains tense almost to the very end. "Howl's moving castle" as befits any good fairy tale, ends with a "happy ending". However, even after it, many readers for a long time cannot part with the main characters of the fairy tale - they seem so charming, interesting, "alive".

"Howl's moving castle" – this is not a fairy tale, but a novel in the fantasy genre, because the plot of the book is quite complicated. Nevertheless, there are so many fairy-tale elements, magic, wonders that the book at first glance seems intended for children. In addition, at the heart of it lies just one simple idea of the obligatory victory of good over evil, which is also more characteristic of fairy tales (Komissarov: 1990, p.252).

The main character Sophie lives in a fairytale country, where witches and mermaids, seven-mile boots and talking dogs are a common thing. In the centre of the work the inner state of the girl is described, which is full of emotions, emotional frustrations, fears and joyful moments, surprises that are quite typical for a girl of her age. In most cases, surprise, joy and fear prevail (Cho et al.: 2019, pp.10639-10647).

Having clarified the emotional structure of the work, we set the task to determine whether the emotions of the characters in the original translate into Russian. For this purpose, the translation of the novel by A.Brodotskaya was taken. In the course of the study, it was found that the translator most often uses such lexical transformations as concretization (26.8%), from grammatical transformations - replacement (28%) and permutation (32%). Less commonly, lexical transformations are used: generalization (2.5%) and antonymic translation (2.1%). Let is consider some examples:

Witch had threatened the life of the king's daughter. – Ведьма грозилась убить дочь короля. Using the specification, the interpreter emphasizes how dangerous and terrible the Witch is.

Lettie laughed in a way that showed she was not at all pleased. – Летти рассмеялась – так, что тут же стало ясно: ничуточки она не рада. (addition).

Martha conceded – Марта неохотно согласилась. To express more clearly the inner state of the heroine, the hopelessness of her position, the interpreter uses a refinement.

A.Brodotskaya also introduces idioms into the translation: She felt really excited – Хорошее настроение у нее как корова языком слизнула. The young man looked at her in surprise – Молодой человек в недоумении вздернул бровь. Although such approaches postpone the translation from the original, the author's style is lost, they adorn and contribute to the transfer of the emotional layer of the work, enhance imagery (Mustafa & Mantiuk: 2020).

A. Brodotskaya tries to convey the inner state of her characters. In her translation, the girls seem more emotional than in the original. For example, the translator in each case translates the verb "said" in accordance with the hero's inner state or his attitude to action. Martha's disagreement with her departure is expressed by the verb “хмыкнула” (snorted) instead of "said". Also there are the following translations of this verb: фыркала (snorted), обрадовалась (was glad), радостно восклицала (joyfully exclaimed), ахнула (gasped), пискнула (squeaked), пролепетала (stammered). If in the original, the hero's emotions are expressed only through his speech and actions, the translator also conveys the hero's inner state and in nominative form. For example:

«A manner of speaking», – the shepherd said, edging along against the opposite hedge. – «Это такое выражение», – испугался пастух, прижимаясь к ограде и на цыпочках двигаясь вниз по склону.

1. The most pronounced feature of the translation of emotive elements of English artistic texts into Russian is the detail, the unfolding of the Russian phrase in comparison with the English one.

2. Among the typical lexical means of emotiveness, subject to an extended, detailed translation from English into Russian, one can distinguish phrasal verbs; author neologisms.
3. Among the potential tools for improving the artistic translation from English to Russian at the lexical level, it is possible to single out – the possible "following" the English short and capacious phrase – a more bold reduction, "chopping off" the Russian phrase – in those cases when it is consistent with the construction of the syntactic norm of the Russian proposal, does not distort the meaning and does not reduce the degree of expression of the emotional tone – a more flexible, creative attitude to the Russian language – a more bold introduction of neologisms into the Russian phrase (primarily when translating experimental literature – fiction, "youth" novels, etc.).
4. Among the typical syntactic means of emotion, subject to an extended, detailed translation from English into Russian, different types of inversion can be distinguished.
5. Among the syntactic means of emotiveness common in the Russian language, but not peculiar to the English language, successfully applied for the purpose of intensifying the expression of the emotional tone in the translation from English, are specialized impersonal constructions with the meaning of the physical and emotional state, based on the use of the verbs of the passive voice and predicates of the emotional state; ellipsis of the subject.

CONCLUSION

The main purpose of the translator of a work of art is to create a text that would be perceived by the recipient in the same way that the source text is perceived by its reader. The translation is designed to provide such indirect bilingual communication, which, as far as possible, would be as close to normal, monolingual communication. Moving towards this goal, the translator consciously or unconsciously searches for semantic resources of linguocreativity and chooses one or another method based on his knowledge, life and professional experience. In english and russian linguistic consciousness and world outlook, the value of concepts is different; it is specific for each language and each culture, having certain ethnocultural meaning. The ultimate goal of an interpreter in the modern world is to identify and translate by available means the national specificity of both cultures, that is, to minimize the asymmetry of intercultural communication.

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Didactic Principles of Teaching Tatar Language as Non-Native

Principios didácticos de la enseñanza del idioma tártaro como no nativo

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RESUMEN

La cultura educativa moderna ha experimentado serios cambios. El estándar educativo estatal federal establece nuevos requisitos para la enseñanza de todas las materias, incluidos los idiomas, a saber, la implementación de un enfoque de actividad del sistema en la organización del proceso educativo, que prevé que las actividades de los estudiantes formen acciones educativas universales diseñadas para garantizar alto nivel de formación lingüística. El artículo es de importancia práctica y puede ser utilizado por especialistas en el campo de la lingüística y los docentes en el proceso de enseñanza del idioma tártaro, como resultado de lo cual las habilidades comunicativas de los estudiantes serán significativamente mayores y más fuertes.

Palabras clave: Competencia comunicativa, enfoque de actividad del sistema, enseñanza, lingüística, metodología.

ABSTRACT

Modern educational culture has been undergoing serious changes. The Federal state educational standard sets new requirements for teaching all subjects, including languages, namely, the implementation of a system-activity approach in the organization of the educational process, which provides for the activities of students to form universal educational actions designed to ensure a high level of language training. The article is of practical significance and can be used by specialists in the field of linguodidactics and teachers in the process of teaching the Tatar language, as a result of which the communicative abilities of students will be significantly higher and stronger.

Keywords: Communicative competence, linguodidactics, methodology, system-activity approach, teaching.

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INTRODUCTION

Features of teaching Tatar as a non-native language are related to the fact that it involves simultaneous mastering of communication activities and foreign language means of communication; requires the creation of communicative and cognitive motivation of students; practical application of the skills formed in the lesson; increasing the creative orientation of teaching. With this in mind, the content and practical application in the educational process of the most relevant in the context of modern requirements of didactic principles that directly affect the quality of mastering a non-native language are described in the given article (Shakurova & Mirzagitov: 2014; Lukankina et al.: 2017; Shakirova et al.: 2018).

Based on the purpose of training, there is a certain rethinking of the content of the existing didactic principles. However, all of them retain their significance, having been enriched with additional content taking into account the specifics of the language being studied and socio-political orientations caused by global changes in society (Fazliakhmetov & Yusupova: 2018; Salimova & Sabitova: 2019).

METHODS

The main methods of research are the following:

• Theoretical (the research and the analysis of pedagogical and linguo-methodology literature on the problem);
• Social-pedagogical (the analysis of existing programs and textbooks; study, generalization and systematization of advanced pedagogical practice);
• Experimental (the ascertaining experiment).

RESULTS

The core of any science is its laws, in other words, categories and principles. The methodology of teaching a foreign language draws a base for its “life” from didactics. The connection of methodology and pedagogy is organic and, if properly implemented, is very effective (Harmer: 2012).

Nowadays for the successful organization of bilingual (multilingual) training in the new language situation, the next is necessary: further development of the linguistic, psychological and pedagogical foundations of language teaching methods; the development of modern educational and methodological complexes that define communicativeness as the mainstream of the methodology of teaching Tatar in Russian-medium schools, as well as some rethinking of the content of existing didactic principles (Yusupova: 2014; Denmukhametova & Fatkhullova: 2017; Nurova et al.: 2018).

The many years of pedagogical experience of the authors and the analysis of educational and methodological literature from the point of view of the problem under study made it possible to identify the following didactic principles as fundamental in teaching the Tatar language: scientific, functional-semantic, the connection of theory with practice, consciousness and activity, situational and thematic, taking into account specifics of native language, accessibility and feasibility, an individual approach, educating and developing training, communicativeness, taking into account the Tatar and native culture, differentiation and integration of training, individualization of the educational process, and educational awareness. The practice has proven that these principles contribute to the correct and methodically appropriate conduct of training, significantly increase the effectiveness of teachers and students.

DISCUSSION

The communicative orientation, which is actively used in teaching foreign and Russian languages as non-native, is essentially not new. According to Mitrofanova et al. (1990), communicativeness is a fundamental category of methodology that focuses on the inclusion of students in a direct act of communication between themselves (or the teacher) to solve life problems that arise during the “changing reality”. The relevance and prospects of this direction are confirmed in the process of teaching the Tatar language.

A communicative approach to learning involves the relevant principles and slightly different selection criteria, the organization of educational material that interact with each other and serve a common purpose.

Important components of methodological science are considered to be general principles, interconnected and interdependent (Horlacher: 2011). Skilful organization of the educational process will allow us not to tear them apart, but to complement and integrate into the process of solving general methodological problems. Therefore, we decided to briefly describe only a few of them (Bondarenko et al.: 2018; Chugayeva et al.: 2019; Suleymanova: 2020).

The principle of science. In the methodology of teaching the Tatar language, this principle involves the consideration of information about the language. A prerequisite for this principle is the application of the results of new research on the theory of speech activity, the theory of training and education, developmental and educational psychology (Aydarova et al.: 2017; Khatun: 2019; Danilov et al.: 2020). Information given to students on the Tatar language should correspond to the level of development of the subject being studied – in our case, Tatar linguistics. When selecting material for students of Russian-medium schools, it is necessary to take into account accessibility and feasibility in its practical use. The information involved is primarily practical and applied, and at the same time, it must be brought into line with modern linguistic data. The principle of science provides for the careful selection of the studied material for all types of speech activity. For example, in the initial period of teaching Tatar as a non-native language, it seems appropriate to teach the noun and the verb primarily, acting in the sentence as the subject and predicate as the centre, the core of the speech utterance, and then the rest of parts of speech.

The principle of systematicity and consistency presupposes a system and sequence of the studied material and teaching methods of their training. It requires a connection learned with new information. In the lessons of the Tatar language, children rely on their native (Russian) language. The teacher’s task is to involve all the skills and abilities they have in working with students and bring them to automatism. According to Danilov and Esipov (1957), the main rule of this principle is – “do not teach the next until the previous hasn’t been learned”. For example, without having previously learned the features of the question who? what? – In the language being studied, it is unlikely that children will be able to make dialogues or small monologues correctly because of the question what? In the language being studied is put to all animate and inanimate objects, except for those that designate people.

Systematicity and consistency as a didactic principle serve not only to organize the entire educational process at school but also teaches students to follow it in their daily lives. This principle helps to draw knowledge systematically while observing a strict sequence (Fatkhullova et al.: 2013; Kharisov & Kharisova: 2014).

The principle of the connection of theory with practice. One of the leading principles in modern didactics is actively used in teaching Tatar in a Russian-language school. Students master its theoretical principles primarily for their practical oral use, as well as to read and write in the language they are studying. In other words, this principle is reflected in the predominance of the practical orientation of teaching Tatar: the teacher draws the attention of children to the need for proper use in the speech of theoretical information obtained in the lessons. For example, students encounter peculiarities of the word order in the Tatar language quite often: while answering questions, composing dialogues and small monologic statements. Therefore, in an accessible form, the teacher is obliged to explain the theoretical provisions, and then consolidate them practically when

performing various speech and language exercises. The implementation of this principle is intended to serve the solution of the main task of teaching Tatar – to strengthen the communicative orientation.

The principle of consciousness and activity means that all linguistic phenomena to be assimilated must be perceived consciously and meaningfully. With this approach, knowledge and skills are firmly entrenched and stored for a long time in memory. For example, a teacher's message about the rules for pronouncing a consonant [w], expressed in Tatar words with the letters "в" ("v") (at the beginning of a word or syllable) and "у"/ "ү" ("u") (at the end of a word or syllable) will not help students to use it correctly in a speech. The only repetition of such words as part of special exercises will allow students to better master the articulation of sound. In this, the comparative pronunciation of words with consonants [v] and [w] will also play a positive role.

The educational activities of schoolchildren in the studied language can be intensified by various forms of work (frontal, individual, paired, and group) (Abdrakhmanova et al.: 2016), by compiling dialogues on a given topic using ethnocultural material, reading excerpts from the works of Tatar classics reflecting the national identity, reading individual proposals for practising pronunciation, and doing written tasks. The activity of students increases markedly when the teacher works based on material familiar to students, for example, on a watched performance or video (Lonergan: 2014).

According to the principle of accessibility and feasibility, difficulties should be feasible for schoolchildren and differentiated at each stage, taking into account their age and the possibilities of learning material. This principle does not imply simplified training, which would lead to a decrease in motivation for the subject, but provides for the dosage of the teaching load according to known didactic principles. Accessibility is provided by the educational material itself, and the methodology for its submission and feasibility involves taking into account the real language abilities of children. Tasks should be compiled differentially based on the students' language preparedness in order to create the necessary conditions for the development of each child. We must always remember that learning is a lot of mental work for a student. Moreover, at the same time, not everything should be easy to learn; the student should strive to overcome difficulties. The teacher needs to know the potential opportunities, the amount of knowledge and skills of children that create the motive for their effective use in overcoming the next difficulties, the formation of new solid knowledge, skills in the Tatar language.

Principle of an individual approach is important and effective in teaching the Tatar language as non-native (Shaiakhmetova et al.: 2017). Individualization involves the creation of a positive motivation to master Tatar. Therefore, the teacher must take into account the natural abilities of the student to learn, his interests, because they are different in their abilities. Some children need to be paid much more attention, constantly monitoring their actions; for others, it is enough to explain once to get the desired result. It proves the importance and the need for teachers to have knowledge about the psychophysiological characteristics and capabilities of children of a certain age and helps to successfully conduct them educational process in the Tatar language and manage it at the proper level.

The principle of educational and developmental training. In Tatar lessons in Russian-medium schools, favourable conditions are created (Fazliakhmetov et al.: 2017) under which students receive wide opportunities for upbringing and development. Modern textbooks (printed and electronic) and Tatar language manuals for Russian-language schools with illustrations, reading materials and new information for children on ethnoculturology (Žogla: 2019) contribute to solving these problems.

In summary, we have found that when teaching the Tatar language as a non-native, it is necessary:

• Focus not only on individual teaching principles but also on their system, providing a scientifically based choice of goals, selection of content, methods and means of organizing the process of teaching a foreign language and creating favourable conditions;

• Consider each principle and its system as recommendations for implementing the basic laws and strategic ideas that form the core of the modern concept of education (comprehensive harmonious

development of the individual, communicative and system-activity approaches, unity of training and upbringing);

• See other aspects of the pedagogical process and skillfully regulate their interaction, based on the principles of teaching and achieving a harmonious educational process.

CONCLUSION

In the process of teaching the Tatar language as non-native, the teacher should organize the activities of students in accordance with the most important didactic principles that determine the content, forms and methods of teaching. Skilful use of didactic principles, taking into account modern technologies, contributes to the solution of important methodological problems:

• Provides mastery of oral and written speech in a non-native language;
• Helps to learn program material faster;
• Makes it easier to remember the general and specific features of the learning language;
• Systematizes the acquired knowledge of students;
• Helps students overcome the psychological barrier, protecting them from all sorts of mistakes.

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Artículos

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Emotions and their Effect on Learning

Emociones y su efecto en el aprendizaje

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RESUMEN

El artículo tiene como objetivo dar una visión general sobre el vínculo entre las emociones y su impacto en el proceso de aprendizaje. Los adultos creen no estar influenciados por sus emociones cuando niños, ni en la capacidad que ellas tienen de dirigir el proceso de aprendizaje. Las emociones pueden ayudar a una persona a recordar detalles y al mismo tiempo distraerlos del tema de aprendizaje. Este artículo presenta diferentes perspectivas de las emociones negativas y positivas en el aprendizaje. Algunas investigaciones revelan el doble carácter que estas tienen, en cuanto que al ser positivas pueden tener un impacto negativo y cuando son negativas pueden influir positivamente en el aprendizaje.

Palabras clave: Aprendizaje, bienestar, emoción, inteligencia emocional.

ABSTRACT

The article aims to give a general overview of the link between emotions and learning, their impact on the learning process. Adults are believed not to be influenced by emotions as children, neither in their ability to direct their learning process. Emotions can help a person to remember details and at the same time distract them from the learning topic. This article presents different perspectives of negative and positive emotions in learning. Some research reveals the double character that these have, in that when they are positive they can have a negative impact and when they are negative they can positively influence learning.

Keywords: Emotion, emotional intelligence, learning, well-being.

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INTRODUCTION

Many scholars agree that emotions play a crucial role in the learning process, and therefore, they can be even the basis for learning (Pekrun and Linnenbrick-Garcia: 2014). Some scholars especially underline the meaning of emotions in adult learning (Zeivots: 2016; Dirkx and Espinoza: 2017). Also, they argue that this field is still in need of further and deeper research. Especially much attention to emotions in education was paid by Pekrun et al. (2010), who developed a good theoretical approach and collected empirical data demonstrating the importance of emotions in learning. Pekrun and his colleagues (2010) have researched various types of emotions, influencing students and teachers. Their works give insights into this field, suggesting further research. Emotions in adult learning became the focus of Dirkx (2008), who is interested in the ways emotions influence adults in different academic situations. In his research, Dirkx (2008) shows that adults are influenced by emotions strongly and offers different teaching methods to reduce negative impact.

According to Goetz et al. (2003), there are three reasons for exploring emotions in education: their impact on learning quality, students' well-being (physical and mental state) and their role in socialization (peers and teachers). It is believed that emotions affect the internal motivation of students to learn based on interest and curiosity in learning as well as their external motivation associated with the achievement of positive results or to prevent negative consequences. Also, emotions are expected to facilitate the use of different learning strategies (Goetz et al.: 2003). In addition, emotions can contribute to styles of self-regulation. Positive emotions such as enjoyment, hope and pride are believed to contribute to both internal and external motivation, promote the use of flexible learning strategies and support self-regulation (Tyng et al.: 2017; Dewaele & Alfawzan: 2018). Thus, they have a positive impact on academic performance conditions. Conversely, negative emotions such as hopelessness and boredom are set to reduce motivation and easy processing of information, implying a negative impact on performance. Emotional influence on students' mental and physical states is also underlined by some scholars as an important factor in learning (Goetz et al.: 2003; Rudd: 2012). As a result, emotions affecting mental state can cause some behavioural changes often expressed in communication. That shows a strong connection between emotional state and learning abilities.

METHODS

The material for this paper was educational and psychological literature. The method was the theoretical implying analysis of scientific papers on the topic.

Dirkx, Espinoza and Schlegel (2018) state that adult learning recently draws more and more attention. According to Merriam, Caffarella and Baumgartner (2007), the main characteristic of adult learning is experience. That is the ability of adults to use their own experiences in learning, to be the source of learning, to make meaning of learning. At the same time, Rogers and Horrocks (2010) argue that children also use their experience and clarify that adult experience is of a higher level that differentiates adult learning from children. Or as Jarvis (2012a, p.142) calls them children's primary and adults' secondary experience. Primary experience is people's senses while secondary is acquired in people's relations. That is children learning from what they see, hear or touch by making a copy and experiencing to remember. Adults having all that in mind make meaning and transform their knowledge in a new form. This allows adult learners to reflect on their experience and use it in their learning.

Hence, they have the ability to regulate their learning process. Illeris (2003) also underlines that adult learning differs by responsibility and full awareness of one's own actions. He argues that a person can be called an adult only when he or she becomes responsible. Other important factors that should be mentioned here are certain expectations about the course and voluntarily nature of adult learning (Rogers and Horrocks:

2010, p.17). In other words, adults choosing courses are driven by their needs and learning they have their views on future outcomes. Such learning can be mostly learner-centred as adults might guide their learning process by arising topics important for them. In such a way, learners can participate in building teaching content showing their interests in the classroom.

Such division in learning types between children and adult education leads to division in teaching types requiring different methods. That is so-called andragogy or adult pedagogy specialising in teaching adult students. That implies more student-centred approach as adults are able to answer such questions as "What have I learnt from that experience what I did not realise?" or "What and how can I learn better?". Therefore, adult learning is also characterised by self-direction and self-regulation. The concept of self-directed learning as a crucial part of adult learning was also developed. It contains a need for learning, set of aim, using resources, finding ways, their application and learning outcomes. In that sense, self-regulation may be called a part of self-directed learning as it means controlling learning process by a learner himself or herself (Postareff et al.: 2017; Muis et al.: 2018; Ouherrou et al.: 2019). As aims of self-directed learning Merriam, Caffarella and Baumgartner (2007) discuss three of them: to enhance adult's self-directness, to create conditions for transformative learning and provide more freedom in learning. In other words, self-directness implies being prepared to develop one's own way of learning, being involved in learning content and being independent.

According to Goetz et al. (2003), emotions occurring in the educational context are called academic emotions. He states that such emotions can happen in five different academic situations: during lessons, taking assessments, preparing or doing home tasks independently, learning in a group and other situations. In the last group, there can be academic situations as one-to-one tutorials with the teacher to discuss task or receive oral feedback. Other emotions are either linked with social interaction or personal feelings (Goetz et al.: 2003). In addition, Zeivots (2016) also has conducted research on emotional highs in adult learning. According to his findings, there are six points in learning awakening emotions: unfamiliar themes, first experience, discovery, learning adventure, changes, meaning (link to real life). Some of them can awake positive emotions, others may be painful, but students cannot be indifferent. It is possible to combine these two areas as Zeivots (2016) six points can occur in Goetz et al. (2003) five academic situations.

Moreover, Dirkx (2008) lists different types of negative and positive emotions influencing adult learning: emotions in the learning context, personal life and past experience. Emotions in learning context can occur during the learning process. Doing some task students can find the task difficult and feel embarrassed. Different emotions can arise not only before or during the assessment but also after receiving feedback. So, purely negative feedback can lead to frustration and hopelessness, even breaking self-esteem. Positive feedback may relax student and making him or her reluctant to any changes because he or she is already good. That's why it is important to make correct feedback to motivate students. Such constructive feedback even if the outcome is not good enough, gives ways for improvement. Fong et al. (2017) list five characteristics of good feedback: it should have advice for improvement, some appraisal of student's ability, try to meet student's expectations, be respectful, and contain the outcome of improvement. For making such feedback, a teacher might need experience, as it is complex and may have significant consequences

RESULTS

The emotional context may enhance the ability to remember details and store them in long-term memory. That happens because people focus on an object, drawing emotions. For example, feeling interested in something means trying to get to know about it investigating for its own sake. Interest may be the main reason for choosing a certain course and keeping learning. There are two main types of interest: individual and situational. Individual interest may be defined as a personal emotion depending mostly on a person itself, individual characteristics, preferences and values. Therefore, it can be the main regulator of action in achieving goals. Situational interest occurs in appropriate circumstances depending on the environment. It can be

"caught" (short time) and "held" (turning to the individual). Even if students have no individual interest learning some material, they might find something "catchy" for themselves that draw their attention and evoke situational interest that can last longer depending on the personal link. That means that it is possible to develop interest.

Additionally, Ainley and Hidi (2014) connect interest with enjoyment which can be an outcome of some academic achievement. Then, enjoyment is linked with joy, excitement, delight leading to concentration. Such positive emotions are called achievement emotions as they may lead to success or be a result of effective learning (Ainley and Hidi: 2014). Therefore, both interest and enjoyment can be called a good basis for engagement and involvement in learning, stimulating cognitive processes (Ainley and Hidi: 2014).

Then, any personal problems may be the main students' concern distracting them from learning. So, Kasworm (2008) raises the question of personal background emotions influencing adult learning. That is emotions that adults experience apart from their studies, such as personal life or workplace. For such adults combining study with work or family duties can be challenging as it can take much energy. Menzies and Baron (2014) and Solano (2016) raise the question of international postgraduate students adjusting in an English academic environment. They state that such students may face different cultural and language difficulties in their transition period. Therefore, Menzies and Baron (2014) suggest in their research that friends and peer support provide social and emotional support helping to enhance their English and be more confident in an academic environment. Solano (2016), in his research, orients more on teachers' role in helping students by providing feedback. Hence, students can use their friends, peers, groupmates, as well as teachers or tutors to feel more comfortable. Such support influences positively on general students' well-being and therefore, their learning abilities.

Finally, past experience can be the main factor in having a certain attitude towards learning and teaching. The negative or positive experience might determine a person's behaviour and build a certain attitude towards learning. For instance, during learning, adults can face emotional obstacles like fear of failing to prevent them from expressing their arguments (Rogers and Horrocks: 2010). That can happen when a student has similar negative practice or compares himself or herself with other students thinking that he or she can say silly things. Students also can avoid some tasks as they think they are not able to manage. They see academic tasks too difficult for them (Rogers and Horrocks: 2010). Similarly, Walker (2017) describes shame as a block in learning when, for example, a student can feel shame in front of his groupmates because he or she could not answer the teacher's question. In that case, fear and shame are closely connected; they both aim to protect from painful emotions in future. On the other hand, shame can motivate learning ability (Walker: 2017), making students improve their behaviour and work to avoid this feeling in future. Rowe and Fitness (2018) also underline the twofold impact of negative emotions in adult learning. They can hinder learning by reducing motivation, and they can help energies students in achievement like anger can motivate to remove obstacles. Pekrun et al. (2010) call them deactivating and activating emotions. This twofold character of negative emotions can show how much sense a person implies in different events. Either negative or positive impact might depend on students' individuality (character or view) or specific nature of the situation.

Ability to recognize one' own emotions as well as people's emotions is called emotional intelligence (EI). Some authors state that level of emotional intelligence can predict learning outcome (MacCann et al.: 2011). Some empirical data proves that the higher level of emotional intelligence, the more successful students are (MacCann et al.: 2011). MacCann et al. (2011) name three reasons for this: the ability to rule negative emotions, better communication skills and meeting academic requirements. For this reason, there are special pieces of training for developing emotional intelligence in students and teachers to improve the learning environment. That is how to regulate emotional state (e.g. to cope with overwhelming emotions, stress) to be able to learn effectively, how to understand students' emotions to engage them in the learning process. However, there is some research showing a weak connection between emotional intelligence and learning in comparison with cognitive abilities or personal characteristics (Ranjbar et al.: 2017). That means emotional

intelligence cannot be the only one-factor influencing learning abilities. The possible way is a combination of different skills and characteristics to build a basis for effective learning.

DISCUSSION

During the learning process, teachers can influence emotionally on their students greatly. In other words, teachers' feelings can be reflected in the students' mood. For this reason, teachers should be emotionally intelligent not to let their negative personal emotions affect their job (Rudd: 2012). That can be significant also for students themselves when a student needs to study some necessary literature preparing for exam or test, but he or she finds it uninteresting. In that case, he or she should find ways to keep learning, even if there is no desire. One way for this may be a "reappraisal" method implying a try to raise one's mood and evoke positive emotions by doing something pleasant. Such ability also can be called significant adaptive function to learn to understand people around and be socially engaged. That is a psychological influence. There is also physical influence researched by Rudd (2012). She points out that physical state is the basis for learning, and that can be reached by physical exercises evoking good feelings. Or on the contrary, remembering something pleasant can evoke positive emotions affecting health positively (Rudd: 2012). Such regulation might be a very useful and effective tool for enhancing learning abilities when it is necessary. Good teacher-student relations that are based on trust and support. In other words, it is teachers' being engaged with their work "wholeheartedly", to wholly devote themselves to the teaching. Dirkx and Espinoza (2017) call such practice manipulating students' emotions in order to engage them with the content. Such relationships often create a supportive atmosphere where leaners can be open and be selves. Here the primary teacher's role is to be open himself or herself and let students feel the same, provide help and encourage students to find a common language with peers.

Also, the ability to control emotions is culturally bound and develops with socialisation (Jarvis: 2009). Mostly that comes from school education, where students learn to communicate and understand other people. That is understanding that you are not alone and should consider other's feelings (Jarvis: 2012b). That implies appropriate behaviour sometimes contradicting one's emotional state; for instance, staying calm when one feels frustration.

CONCLUSION

As shown above, there are various perspectives on learning, emotions and their connection. To sum up, adult learning is characterized by independence and responsibility. Emotional influence on learning can be both negative and positive. Moreover, there is a two-fold character of emotions when positive emotions may affect not only positively but also negatively. The same is concerning negative emotions. Literature review underlines the existing gap in the field of emotions in learning and education in general. The emotional influence on the adult learning process is researched even less. One of the reasons for that maybe that adults are believed to be able to control their emotions and therefore, not to let them influence the learning process.

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Transformation of the "Student" Concept in the Russian Linguoculture

Transformación del concepto "estudiante" en la linguocultura rusa

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RESUMEN

El trabajo actual es parte de las investigaciones que se encuentran en la encrucijada del campo disciplinario altamente importante de la lingüística moderna: la lingüoculturología y la linguoconceptología. Se utilizaron los siguientes métodos en el proceso del análisis de material factual: método linguoculturológico, método de campo, métodos descriptivos y diacrónicos, método de análisis de componentes. Las principales posiciones y conclusiones, así como el material fáctico recopilado, pueden utilizarse como material de apoyo para la creación de cursos especiales sobre linguoconceptología, linguoculturología o para la enseñanza de lenguas y culturas como lenguas extranjeras.

Palabras clave: Concepto lingüístico, Idioma ruso, Imagen conceptual del mundo, Linguoconceptología.

ABSTRACT

Current work is part of the research that are located in the crossroads of highly important discipline field of modern linguistics: linguoculturology and linguoconceptology. The following methods were used in the process of the factual material analysis: linguoculturological method, field method, descriptive and diachronic methods and method of component analysis. Main positions and conclusions, as well as the collected factual material, can be used as a supporting material for the creation of special courses about linguoconceptology, linguoculturology or for the teaching of language and culture as foreign ones.

Keywords: Conceptual picture of the world, language linguocultural concept, linguoconceptology, russian language.

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INTRODUCTION

According to the concept proposed by V.I. Karasik, linguocultural concept has three components: figurative, conceptual and evaluative (Karasik et al.: 2001, pp.75-80). We assume that under different circumstances – political, cultural, social etc. – the concept may undergo a certain transformation. Thus the evaluative aspect of linguocultural aspect, for example, may change. This can be proven by the example of the “student” concept transformation over a certain period of time (XIX – early XXI centuries). This period was not randomly chosen: serious changes in the political and cultural paradigms, which had left a strong impact on speakers consciousness and, consequently, on language itself, had happened exactly in this time period. Despite the keen interest of modern researchers in the topic of concepts and their functioning in speaker’s linguistic consciousness (Zaglyadkina: 2009, pp.27-31; Suhomlinova: 2013, pp.227-235; Shtyrlina: 2017, pp.88-94), there are currently no works dedicated to the analysis of the “student” concept transformation in Russian linguoculture.

METHODS

The main method of this research is the linguoculturological one, in terms of which the detailed analysis of “student” concept transformation in Russian linguoculture of XIX – XXI centuries was carried out. In order to describe the selected factual material, - collocations, winged words and sayings that are common in the language, precedent texts that exist in the conceptual picture of the Russian language speakers’ world (songs, contexts from fiction literature, films) in particular – different methods were used: field method, descriptive and diachronic methods, method of component analysis etc.

The chosen complex of methods allows us to trace the history of the quite long existence of “student” concept in Russian linguoculture (descriptive method), make conclusions about its transformation depending on the cultural realities of one or another era (diachronic method, method of component analysis), analyze the verbalization of given concept (field method). At the same time, linguoculturological orientation of the research, most importantly the analysis of the concept within its components such as conceptual, figurative and valuative, points out the reality of “student” concept existence in Russian conceptual picture of the world.

RESULTS

Student (from Latin students – hard working or studying) is a person who is receiving higher education (or, in some countries, secondary education). In Ancient Rome and the Middle Ages, any person who was studying would be called student. With the establishment of universities in XII century, the term had been used to identify everyone associated with them; after the introduction of academic degrees (master’s degree, professor etc.) only people who were studying were called students (Evgen'eva: 1999). Starting from the Middle Ages, students often left their homeland in order to find a better school or sometimes even a better teacher for themselves. The other goal was to gain business and personal connections and thus easily find the workplace with better conditions in some way (scientific, cultural, professional, religion, etc.). In the XIX century, the fashion for studying in capitals appeared and intensified (Guneroglu & Bekar: 2019, pp.243-253).

In paragraph 3 of Article 33 of Federal law “About Education in Russian Federation”, the term “student” is defined as “a person who are mastering educational programs of secondary vocational education, bachelor’s degree, specialty or master’s degree” (Federal'nyj: 2012).

Students are often encountered on pages of classical Russian literature. The most vivid images can be found in the I.S. Turgenev’s novel “Fathers and Sons” (Evgeniy Bazarov), F.M. Dostoevsky’s novel “Crime and Punishment” (Rodion Raskolnikov), A.P. Chekhov’s play “The Cherry Orchard” (Peter Trofimov) (Chekhov: 2003, p.253).

Authors, while describing the students of that time, had often noted their poorness. Their clothes and appearance help authors note this exact aspect of their characters' lives. There is a reason Peter Trofimov gets called "shabby gentleman" for his unpresentable appearance: he wears well-worn student uniform and old galoshes. While describing Raskolnikov's appearance, F.M. Dostoevsky draws the reader's attention to the "old … shoe, full of holes, all covered in dried up mud"; hat on his head is "completely worn out, rusty with age, all torn and bespattered, brimless and bent on one side in a most unseemly fashion". "He was so badly dressed that even a man accustomed to shabbiness would have been ashamed to be seen in the street in such rags" (Dostoevskiy: 2003, p.793). At the same time, the author notes the external dignity of his protagonist: "…he was so very badly dressed, and in spite of his humiliating position, his bearing was by no means in keeping with his clothes" (Dostoevskiy: 2003, p.793).

Bazarov, from Turgenev's novel "Fathers and Sons" (Turgenev: 2000, p.443), is quite different from previous characters. His clothes, too, could not be called new or polished. He wears decent clothes, though not new. Turgenev notes such details of his protagonist clothing as an old round hat, the dusty overcoat on his shoulders and old coat. All of Bazarov clothes are referred to as "garment". However, while Trofimov and Raskolnikov are not formally students (Peter was expelled from the university two times, and Rodion cannot continue studying due to his debts), Bazarov tries his best to get the most important from his education in order to work as a doctor. Along with studying, he also practices medical work (Hrnjic: 2016, pp.53-77).

Moreover, the authors repeatedly underline the intelligence and education of students. Thus we know that Raskolnikov used to teach lessons. His analytical mind was able to create his own theory of people's existence on the planet – inhumane, but at the same time strict and consistent. Bazarov is a smart and knowledgeable person. He, too, stands by his opinions and defends them in the arguments with Pavel Petrovich. Peter Trofimov's intelligence is also noted in A.P. Chekhov's play "The Cherry Orchard" (Chekhov: 2003, p.253). He knows and speaks several languages and has a side-job as a translator. All of these facts indicate that the student in pre-revolutionary Russia was a model of knowledge, education and intelligence (Wilson & Soblo: 2020).

DISCUSSION

We have already noted that Trofimov and Raskolnikov are former students. In order to receive higher education, a person should be able to pay for education, along with having good knowledge. Besides that, different class restrictions played an important role. This is why higher education was off-limits for many people. Therefore, student status revealed a lot about the person. In this relation, the conceptual notion of "student" fits into the main opposition of the existing in different cultures concepts "rich-poor" (Rakhimova et al.: 2017, pp.2495-2501).

After the Russian revolution, rules had changed. All citizens were able to receive higher education. However, only people who passed strict entrance exams and who had received sufficient knowledge in order to study in higher education institution were able to do that.

In Soviet times, there were age restrictions for full-time students, which is why "student years" are often associated with youthfulness. Student years are often characterized as the happiest and most carefree years since people's aspirations are aimed not only at self-development, learning and finding yourself but also at finding new emotions and impressions. In doing so, some people may find students "a bunch of idlers". This representation had reflected unto the so-called student folklore (Makleeva et al.: 2016, pp.199-202). Let us cite some examples:

Ne voskhpapi na lekcii, student, daby ne pazbydit' blizhnego svoego…

Ot sessii do sessii zhivut studenty veselo.

Student's cheeriness can be accompanied by friendly feasts:

Tak nalivaj student studentke,
Studentki tozhe p'yut vino…

Students, without a doubt, express self-irony and imagine different ways of interpreting the word “student”. One of them is the following:

Sonnoe, Teoreticheski Umnoe Ditya, Estestvenno Ne zhelayushchee Trudit'sya.
[Sleepy, Theoretically Smart Creature, that Naturally Does Not want to Work]
Another way of “deciphering” the word “student” acts as a telegram to parents:
Srochno Trebuetsya Ujma Deneg. Est' Nechego. Tochka (Pavel Bernshtam’s website: 2019).
[Really Need a Lot of Money. Nothing to Eat. Dot.]

The idea of poor student existed in Soviet times, too. The cheapest products were often called “student’s products” – student’s bread, student’s sausages, student’s cutlet. Student cafeteria offered cheap, albeit not very delicious meals.

Student hostel, or obshchaga, - the place for nonresident students to live in – plays an important role in student lives. Obshchaga is its own world in a miniature. This is a place where students learn to be self-dependent and tolerant, how to find mutual language with other people and how mutually benefit each other.

Nevertheless, the carefree life of students is rather a myth than reality. Majority of the students are responsible and busy people who prepare for exams with all seriousness. Some people combine study and work. These facts were reflected in the widely popular comedy film of the director Leonid Gaidai “Operation Y and Shurik's Other Adventures” (1965), where the protagonist is studying in polytechnic institute and, at the same time, work on a construction site and “rehabilitates” antisocial elements. All of these facts do not prevent him from successfully passing his exams or falling in love – he lives an eventful life of a young Soviet man. For example, the following phrases from the film showcase the listed facts:

– Do you work at a construction site?
– Part-time.
– What do you mean?
– I’m a student at the polytechnic [institute].
– Student…

Or the following phrases that show the realities of students’ lives themselves in a comedy film, shown with the irony of negligent students:

– Why is that? Are you celebrating something today?
– To me, each examination is a celebration, professor (student tears up).
– Very good... (professor tears up as well).

Examination session for students is a tense time full of responsibilities. However, some students rely not on their own knowledge, but on shpargalkas. This “abstract of abstract” has many names in student’s jargon: shpora, spisuha, krokodil, bomba, garmoshka.

N.M. Shanskiy’s etymological dictionary gives this word the following meaning: “Shpargalka – adopted from the Polish language in XVIII century, where szpargałka with the meaning of “written out the paper” goes back to the Greek word spartan on, “nappy; old junk, rags”, which is derivative from spargō, “to wrap up, to swaddle” (Shanskij: 2019). From this fact, we can conclude that shpargalka has been a “dear friend” of students for a long time.

The other widely popular film of the same director, “Kidnapping, Caucasian Style” (1967), features the same protagonist Shurik, who travels to the other part of USSR for his institute practice, which was common for the studentship of that time, in order to collect local folklore. There, in the Caucasus, he meets a woman who is also a student. She leads a healthy and active lifestyle; her hobby is mountaineering. The widely popular phrase Studentka, komsomolka, sportsmenka... [Student, Komsomol, sportswoman…] had become

a saying to describe the smart and diverse woman and is still used widely (Starostina et al.: 2017, pp.141-146; Miftakhova et al.: 2018, pp.1118-1121)

The other reality of Soviet times was strojotryady (construction crews), temporary labour collectives for volunteer work in the free-from studying time (mostly summer vacations) that had been working in the different objects of the national economy of Soviet Union. The main goal of strojotryady was, aside from students working part-time and getting direct income, to discipline students with the spirit of constructive collectivism and labour respect. The beauty and romance of strojotryady had disappeared with them, but they are, to this day, strongly associated with the Soviet studentship.

Speaking of Soviet studentship, it is hard to ignore another important aspect of higher education activity – job distribution after graduation. Work evasion was a punishable offence in USSR. Later those rules were softened, but since it was mandatory before and graduated students could be sent to the most remote region in the country, many regarded it as a test of moral strength: ex-students had to either travel to the given destination and work honestly or find different "loopholes" in order to stay in the hometown or get a new, more prestige destination to be sent.

A modern student is not much different from a Soviet student. Reality had changed, but society's opinion about education and studentship remains the same.

CONCLUSION

There is no doubt that the "student" concept has seen some changes over two centuries. Main changes were related to, first of all, the gender aspect of this concept, since higher education had been a male prerogative. Furthermore, the idea of "poor" student had changed as well. Modern student can be quite wealthy. Finally, modern realities of the modern studentship, which greatly differ from the Soviet studentship, are that it is considered prestigious to receive foreign education. "Golden" student youth spend a lot of time abroad. However, such distinctive qualities as activity and a sense of purpose have been unchanged in the history of "student" concept.

Authors come to a conclusion that, overall, the transformation of the commonly used "student" concept can be observed in the conceptual picture of the world, with collocations, precedent texts and sayings, which exist in modern Russian language, being the example of that. Main positions and conclusions, as well as the collected factual material, can be used as supporting material for the creation of special courses about linguoconceptology, linguoculturology or for the teaching of language and culture as foreign ones. As scientists note, such research allow us to represent such meaningful concepts in the language picture of the world, as well as trace their transformation in the language consciousness of the nation (Zamaletdinov et al.: 2014, pp.333-335; Aleeva & Safiullina: 2016, pp.2727-2734).

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Experimental Research of the "Techno-R" Technology in Teaching Foreign

Investigación experimental de la tecnología "Techno-R" en la enseñanza extranjera

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RESUMEN

El artículo proporciona una visión general de las tecnologías educativas modernas desde la perspectiva de la modernización del sistema educativo tradicional y la reconstrucción didáctica del material educativo. Este artículo es una descripción detallada del experimento que permite a otros investigadores repetir y apreciar la tecnología "Techno-R". Los resultados del aprendizaje experimental se expresaron de acuerdo con los criterios establecidos en términos digitales y se sometieron a procesamiento matemático de acuerdo con la "Prueba T de Student". La credibilidad de los hallazgos realizados por los autores confirma la cantidad del criterio T en el rango de 3.3-6.9 que indica un alto grado de confiabilidad de los resultados.

Palabras clave: Calidad, competencia, experimento, lengua extranjera, método de estadística matemática

ABSTRACT

The article provides an overview of modern educational technologies from the perspective of modernizing the traditional education system and the didactic reconstruction of educational material. This article is a detailed description of the experiment, which allows other researchers to repeat and appreciate the "Techno-R" technology. The results of experiential learning were expressed according to the established criteria in digital terms and subjected to mathematical processing according to "Student T-test". The credibility of the findings made by the authors confirms the amount of the T-criterion in the range of 3.3-6.9, which indicates a high degree of reliability of the results.

Keywords: Competence, experiment, foreign language, mathematical statistics method, quality.

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INTRODUCTION

There is a huge number of educational technologies for secondary and higher education in modern educational space. Technologies differ from the philosophical basis, in the leading concept of educational material, organizational forms of learning. Technologies differ in content and purpose for a certain category of students (Yarmakeev et al.: 2016, Pimenova et al.: 2016, Fahrutdinova et al.: 2014). The creative team of Kazan (Volga) State University is developing the educational technology "Techno-R", which is corrective in the formation of the communicative competence of students in languages. Before explaining its essence, we briefly consider the advantages and disadvantages of known technologies. Traditional technology, it is also called reproductive technology, is focused on the transfer of knowledge, skills and abilities. The basis of this technology is the educational paradigm of listening, memorizing and reproducing educational material. This technology is economical and makes it easier for students to understand complex educational material on the subjects of the natural-mathematical and humanitarian cycles, where mastery of knowledge is the main goal. The disadvantages of the technology include insignificant opportunities for individualization and creative development of cognitive forces of students.

The developmental teaching technology (L.S. Vygodsky, L.V. Zankov, D. B. Elkonin, V.V. Davydov) appeared against the background of traditional technology. Representatives of developmental teaching put forward the principle of teaching at a high level of complexity, in their opinion, it effectively reveals the spiritual strengths of the child. The ideas of developmental teaching are widespread in Russia; however, the requirements to teach all students at a fast pace and at a high level of complexity are not feasible for all of them.

The gradual formation of mental actions technology (P.Ya.Galperin, D. B. Elkonin, N.F. Talyzina)assumes a special place and application. The technology states that knowledge, skills and abilities cannot be acquired and stored outside of the activity. The authors' ideas on the formation of an indicative basis for action and on the types of learning are especially valuable. We do not agree with the opinion of some authors that the formation of stereotyped and motor students' actions undermines the development of their creative potential. On the contrary, gaining the foundation of phonetic, lexical, grammar, and spelling skills in the field of mastering foreign languages give unlimited possibilities for the development of the students' creative potential at the level of speech activity skills. We have taken the theory of P.Ya. Galperin in the third type of learning as a methodological basis for our research.

The modular learning technology initially appeared as a way of organizing educational material, but then the understanding of modular learning expanded. The modules include not only the content but also the methodology of mastering the module (methods and levels).

Design technologies have become particularly popular nowadays. They are options for the practical implementation of productive learning, the transformation of the learner into the subject of educational activity, the development of learner's cognitive capabilities and needs. The WebQuest is one of the most widely known technologies. It is a project activity using Internet resources (Dodge: 2020). Digital Storytelling is a variety of design technology, aimed at creating a digital story by students - a multimedia product that can contain images, text, music and voice guidance as well (Gorokhova: 2020). The technology contributes to the development of students' communicative competence: TED-technology or TED Talks of particular interest. The technology is in the form of conferences on various topics: science, art, politics, culture, global issues and so on. It is important to say that the use of information from TED-conferences is possible only with a sufficient level of language proficiency.

In general, there are a lot of varieties of technologies such as gaming technologies, distance learning technologies, traditional and innovative technologies for monitoring the level of formation of students' competencies (Serfling: 2009).

The "Techno-R" technology we develop is intended, as already noted, to adjustment of speech skills and abilities and expand the amount of knowledge that make up the communicative competence. The explanation

of its name is the following: the abbreviation "Techno" means the word "technology", "R" is the result, that is why "Techno-R" is the technology leading to the result. Against the backdrop of the technologies diversity and the possibilities of modern technological advances as educational tools, we observe serious weaknesses in the level of student learning. This can be seen in the student assessment we conducted in a comprehensive school and a language university on the material of the French language. Students make lexical, grammatical, spelling mistakes, and they find it difficult to complete creative tasks in the field of productive and receptive types of speech activity. There are a lot of reasons for that, on the one hand, the teacher’s lack of innovative qualifications, and on the other hand, not all the students have a high level of cognitive power (memory, thinking, imagination). The way we propose according to our technology is a cognitive process based on humanism and a two-way process – teacher and learning, based on clear cognitive guidelines for the mastery of educational material, which are able to form elements of students "super-learning". For example, the assessment of the monologue on the topic of “self-portrait” of first-year students showed an insufficient amount of utterance and difficulties in using speech skills. After studying on the basis of the “Techno-R” technology, namely, on the basis of clear cognitive guidelines, including language material and methods of its use in new situations, the result was impressive. Students not only successfully coped with their speech task - to present a self-portrait, but also easily described a portrait of a friend, a family member, a neighbour. What is more, they expanded their utterances through the elements of "super-learning ". For example, in the position “my friend loves travelling”, they independently added what cities and countries he has visited, what would he like to visit, in the position “what is the most important thing in life for him”, in addition, to give vocabulary in guidance (family, music, friends, work, love), they used the terms such as health, money, fame and success.

We would like to emphasize that the “Techno-R” technology is more effective for students with an insufficiently level of cognitive capabilities. As a result of learning based on the technology, the student’s psychological state improves, the student is satisfied with the results of the completed task and is ready to strive further for success. The technology we develop does not claim the universality, it occupies its niche in order to improve the level of learning, in our case in the field of foreign languages, and can be used by the teacher in case of dissatisfaction with the level of students’ learning.

We note that the "Techno-R" technology we develop on the example of teaching foreign languages, although we believe that its potential is much wider and the technology can be applied to other disciplines of school and university education (Hald: 1998).

There is a brief description of the "Techno-R" technology. It is based on a developmental paradigm aimed at the development of the students’ cognitive abilities, the formation of creative thinking and achievements of practical results in learning. The “Techno-R” technology consists of eight substantial blocks, named in accordance with the structure of communicative competence. The first four blocks represent linguistic competence, and they are named according to the forming skills such as phonetics, vocabulary, grammar and spelling. The second four blocks represent the skills of speech activity - speaking, listening, reading and writing, which are aimed at the formation of speech competence. Sociocultural competence is formed in the process of mastering skills and related knowledge. The content side of the technology is focused on the field of teaching foreign languages on state standards of schools and universities as well. Each block of the structure has its own substantial features, but the process side of the technology is the same for all blocks and consists of the following steps:

- Statement of the educational task;
- The study of the indicative basis (cognitive guidelines) of the studied linguistic phenomenon;
- Training for the implementation of the educational task;
- Implementation of creative tasks;
- Control and self-control of the level of formed competence.

One of the key element in the adjustment of skills and abilities and knowledge expansion is the teacher's correct formulation of the educational task and the study of cognitive guidance that create the conditions for the transfer of knowledge, skills and abilities in solving new educational tasks.

METHODS

Before presenting the results of experimental studies on the “Techno-R” technology, we briefly show its methodological basis. The theoretical platform of our study is the transfer theory (Lisina: 1980), the theory of interiorization of mental actions according to I. Ya. Galperin (Halperin: 2003), the theory of methods of cognitive and practical activity of the Kazan didactic school (Vasilieva et al.: 2012). The theory of transfer helps us to identify didactic ways of teaching transfer, as a complex phenomenon of the human psyche that allows using knowledge, skills and abilities in new conditions. We consider transference as a positive phenomenon, taking into account its narrow interpretation, which is called “interference” in teaching foreign languages. Our position is expressed in teaching positive transference and preventing its negative influence (for example, phonetic and grammatical skills of the mother tongue can be transferred to a foreign language). The theory of P.Ya.Galperin opens up the possibilities of a didactic solution to the presentation of educational material, including generalization, since it is known that the transfer mechanism is a generalization of the solved and unresolved (new) educational task. The third part of the methodological basis of the “Techno-R” technology is represented by the methods of cognitive-practical activity, which are used at three levels of cognitive-speech independence of students: copying, reproductive-creative and constructive-creative (Wang & Xu: 2018).

According to the above theories and on the basis of the substantive and procedural aspects of the “Techno-R” technology, we have conducted and are currently conducting experimental studies to identify the effectiveness of the technology in teaching foreign languages at school and university. The results of research in the field of grammar, vocabulary, spelling, in the field of speaking and writing, were presented at international conferences, published in scientific collections (Kuzmina et al.: 2018, Mamaeva et al.: 2017). In this article, we describe the experiment conducted with students of the ninth grades of a secondary school who studied in the preparatory courses for the basic state examination. The experimental material contained language guidelines for the stage of the indicative basis of speech actions, as well as training and control exercises. Before the application of the “Techno-R” technology, there was a control assessment of the monologue on the topic “France” according to the following parameters:

- Logic statements (in points);
- The number of details in phrases (in points);
- Semantic completeness (in points)
- Speech literacy (in points)
- Volume of utterances (the number of spoken phrases);
- Value judgment (regarding environmental conditions, climate, culture)

It should be noted that students have already studied this thematic block at school. However, they had difficulty in applying factual and evaluative vocabulary, they made grammar mistakes, and not all the statements contained logic. A particular difficulty was manifested in the expression of their own opinion about the climate, landscapes, economy and cultural life in France (Galeeva et al.: 2017).

The course of the training experiment was the following:

- At the first stage of the technology, the speech task was to tell about modern France. The teacher attracted the attention of students to the fact that vocabulary and grammatical constructions, the logic of

utterance (which will be presented by students) can be successfully used in the characterization of other geographical objects (Gulesha et al.: 2018).

• At the second stage, students were asked to get acquaintance with the generalized scheme of the characteristic of a geographical object in French, which included geographical location, climate, landscape, neighbouring countries, administrative divisions, brief information about the country's economy and culture as well. In the scheme, which is a didactic and linguistic guideline, there were given the names of countries, cities, mountains, rivers, seas and oceans, economic and cultural achievements (N Vassilieva et al.: 2019).

• In the third stage there was training in the preparation of utterances. Altogether, students and the teacher studied the logic of utterance, discussed the content of topic modern France. Further, the students independently trained in constructing utterances on the situation “What can you tell about France in the French language competition”.

• At the stage of completing the creative task, students were asked to tell about their home country on the basis of the previous speech task “What can you tell a foreign friend about your country”. The experiment recorded the fact that students were interested in testing their strengths, they easily navigated and presented monologues on the topic "My Homeland", using a generalized approach to solving educational tasks. The stage of completing a creative task can be considered effective (Gafiyatova et al.: 2019).

• The final step was the self-analysis of student utterances. It should be noted that students have confidence in their abilities, although some self-assessments have said what exactly needs to be improved (to enrich the vocabulary, to learn detailed grammatical constructions). The lesson ended with the teacher’s assessment of success in speaking and of overcoming difficulties encountered by students in speaking French. Expressions of students after experimental training were evaluated according to the above criteria. The empirically obtained data, in order to objectively evaluate the work using the “Techno-R” technology, were subjected to statistical processing according to the following formula:

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2} + \sqrt{m_2^2}}$$

M1 and M2 are the compared average amounts of the parameters, and m1 and m2 are their average mistakes.

Suppose the calculated amount of the criterion t turns out to be less than two (t <2), then the differences between the average amounts are considered random, not statistically significant. For t criteria greater than two (t> 2), this difference remains significant with a probability of 0.95; if t> 2.6, then the probability increases to 0.99; for t> 3.3, the probability is 0.999.

RESULTS

In the experiment we described, the validity of the results based on the statistical method “Student T-test” was expressed in the amount t> 3.5, which indicates the effectiveness of the “Techno-R” technology in terms of the formation of the speech competence of students in a foreign language.

With the same contingent of students, we conducted experimental research on spelling, namely, in the field of production of diacritics, which have a meaning-distinguishing functioning French. We noted the success of the results of this experiment.

In general, we carried out dozens of assessments at school and university using mathematical statistics. It is interesting to highlight that the greatest efficiency of the technology is recorded in teaching speaking, writing, spelling and grammar of the French language.

Every educational technology contributes to improving the quality of education. Some technologies broaden the horizons of students, others cultivate a sense of responsibility for the result of teamwork, others

develop students' interest in studying the subject, and increase learning motivation (Kuzmina et al.: 2018, Nazarova et al.: 2019, Shemshurenko et al.: 2019). The value of the "Techno-R" technology lies in the formation of a sufficient level of communicative competence, which allows the use of information technologies in foreign languages for educational and practical purposes.

DISCUSSION

Thus, the results of our study show that students of the Dagestan youth have not noticeable differences for determining a system of values. But at the same time, such differences express themselves for analyzing the empirical material obtained in relation to religion and place of residence. The value of the "family" indicator for Dagestan youth does not lose its significance and continues to be one of the most significant traditional values. There is complete unanimity in their mass consciousness regardless of the place of residence, gender, attitude to religion and age for the "family" indicator. In addition, the indicator "religion" is one of the significant parameters of the life guidelines of Dagestan youth. It is understood against the backdrop of the increasing role of Islamic faith in modern Dagestan society (Snodgrass Rangel et al.: 2020). The material component is important despite the importance of intangible values. The researchers note a significant shift in the value orientations of modern youth towards pragmatism. Therefore, material well-being, orientation towards a prosperous life cannot be blamed. Although their hypertrophy also led to inner impoverishment. At the same time, young people note that money, wealth and luxury are important for them. The activity aimed at achieving material well-being has lost moral condemnation. Money has become a powerful regulator, not only economic behaviour but also spiritual and moral relations (Samsonova & Efimova: 2007).

The respondents were asked the question "What negative phenomena (vices) among students in Dagestan society most concern you?" in our study. It allows us to identify the value attitudes existing in the mass consciousness of Dagestan youth. The data show that more than half of the respondents are concerned about the problems of drug addiction (79,9%), alcoholism (63,3%), rudeness, rudeness towards the older generation (61,7%), poor education (61,5%), prostitution (54,4%), theft, theft of personal (state) property (54.9%). However, hostility and hostility towards people of another nationality (44,2%), a drop in mortality (38,3%), hostility and hostility towards people of a different faith (36,9%), and disrespect for the individual are no less relevant (33,0%), a passion for money, enrichment (25,5%), lack of personal security (in public places, on the street) and avoidance of military service (10,7% each) are relevant. We can say that the moral crisis has the character of a kind of personal loss, against the background of weakening of such qualities as humanity, mercy, kindness, knowledge of universal moral principles, history and traditions of one's people, etc. In other words, the moral "look" of Dagestan society, as well as the quality of interpersonal relationships, is a kind of "pain points" of the mass consciousness of Dagestan students.

The majority of Dagestan respondents adhere to a negative attitude towards almost all actions in the question of "What actions and behaviour for you personally are unacceptable and cannot be justified?" At the same time, the top five are suicide (60,1%), prostitution (59,8%), sexual relations with a person of their gender (58,4%), drug use (53,1%) and premarital sexual relations (44,5 %), which is negatively perceived by public consciousness. The next five are drunkenness (43,3%), political murder (39,3%), treason to the motherland (37,5%), public display of hostility to representatives of other nationalities (34,1%) smoking (30,7%) that is no less significant for the respondents. The third five includes enrichment at the expense of others (28,6%), violation of laws (26,4%), giving/receiving a bribe (21,1%), buying stolen things (18,6%), evading service in the army (10,7%). At the same time business non-obligation (8,9%) and stowaway in transport (8,6%) have a low level of conviction (Ratelle & Souleimanov: 2017).

Thus, a comparison of the two questions "What negative phenomena (vices) among students in Dagestan society most concern you?" and "What actions and behaviour are unacceptable to you and cannot be justified?" shows that the respondents in their behaviour do not accept, moreover, they will not justify actions,

which there are they in modern Dagestan society (Chama-Chiliba et al.: 2020). There is the concept of "inner health" in the settings of Dagestan students "Inner healthy person". If the results of answers to the first question show the factors of deterioration of inner health, then the second question indicates the possible behaviour of Dagestan students (Omelchenko et al.: 2019).

CONCLUSION

To summarize the ongoing research on the development and use of the “Techno-R” technology in the educational process of secondary schools and universities in the field of studying foreign languages, namely the formation of the communicative competence of students, the validity of the experimentally obtained data should be noted. The results of statistical processing indicate the significance of the results with a high degree of probability. The amount of Student's T-criteria in the range of 3.3-6.9 is multiple confirmations of the effectiveness of the “Techno-R” technology. Concluding the analysis of the “Techno-R” technology, we believe that the technology should be investigated on the basis of other foreign languages, as well as the native language and, possibly, in other humanitarian and natural-mathematical disciplines. In addition, we are convinced that further development is necessary not only of the theoretical part of the technology but also of teaching aids intended to improve the quality of education in secondary schools and universities. It is necessary to create textbooks on corrective grammar, phonetics and spelling as well. For example, corrective grammar should not be in the nature of a scholastic repetition of rules and exercises attached to them, but it should present educational material with a clear indicative basis for studying the grammatical phenomenon in the complex of its use in various grammatical positions.

The generalized approach to the formation of speech skills and abilities, which is the basis of the “Techno-R” technology, provides the conditions for their transfer to the solution of new educational tasks and thereby improves the quality of education.

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Formation of a Tolerant Personality Through Theater Pedagogy

Formación de la personalidad tolerante mediante la pedagogía del teatro

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RESUMEN

La relevancia del problema de formar una personalidad tolerante se justifica por las condiciones de coexistencia de representantes de diferentes culturas dentro del mismo estado, así como a nivel de su interacción interestatal. La investigación nos permitió establecer que el proceso de formación de tolerancia como una cualidad necesaria de la personalidad consiste en desarrollar el interés de los estudiantes en el problema del mundo multicultural, mientras que depender de métodos y tecnologías de pedagogía teatral les permite formar una visión holística del mundo, establecer una conexión estrecha con él y con sí mismos.

Palabras clave: Adolescente, educación, pedagogía teatral, proceso educativo, tolerancia.

ABSTRACT

The relevance of the problem of forming a tolerant personality is justified by the conditions of coexistence of representatives of different cultures within the same state, as well as at the level of their interstate interaction. The research allowed us to establish that the process of forming tolerance as a necessary quality of personality consists in the development of students´s interest in the problem of the multicultural world while relying on methods and technologies of theatre pedagogy allows them to form a holistic view of the world, establish a close connection with it and with themselves.

Keywords: Adolescent, education, educational process, theatre pedagogy, tolerance.

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INTRODUCTION

One of the notable trends in the era of multiculturalism and globalization is the unrelenting interest of the international community and political elites in the problem of tolerance. This problem is also relevant for Russia as a multinational state, where historically many ethnic groups were settled on its territory, differing in language, culture, religion. The importance of intercultural interaction for the process of personal development is emphasized in the works written by such modern researchers as N. Nurgayanova (Nurgayanova et al.: 2015). The significance of the multicultural dialogue between diametrically opposed cultural traditions and its role in improving approaches and methods in education was disclosed in the works of S. Karkina (Karkina et al.: 2019), G. Batyrshina (Kayumova et al.: 2019). The pedagogical potential of the ethnic-confessional environment that characterizes the Republic of Tatarstan as a multicultural and multiconfessional region was substantiated in the works of L. Faizrakhmanova and E. Kovrikova (Faizrakhmanova & Kovrikova: 2017), where the problem of the formation of a tolerant personality as one of the most important is also outlined.

Theatre is an effective means of forming a tolerant personality of students which has specific properties of impact on the audience. It is known that theatre as a synthetic art form integrates literature, stage action, music, dance, set design. Its aesthetic impact on audience perception is complex; it is especially significant in the process of activating the "individual capable of artistic and creative re-comprehension and the development of the surrounding world in accordance with the laws of beauty"(Akhmetshina & Kadyjrova: 2017). It is these features of theatrical art (emotional contagiousness, deep impact on the psyche of the viewer, his involvement in the creative process) that the authors of manuals in the field of theatrical pedagogy use. There is no doubt that theatrical art, as well as the methods and techniques of theatrical pedagogy, can be used in the practice of educational institutions as an effective means of educating young people.

The contribution to the development of the theory and practice of the formation of personal qualities of students by means of theatrical art was made by famous representatives of science, theatrical art, culture and education. Their works reveal the features of the formation of spiritual and moral values (N.N. Bakhtin (Bakhtin: 1913), V.G. Belinsky (Belinsky: 1953), L.M. Nekrasova (Nekrasova: 2019), K.D. Ushinsky (Ushinsky: 1950)); concepts of tolerance in pedagogy (D.M. Abdurazakova (Abdurazakova: 2009), N.M. Borytko (Borytko et al.: 2006), O.V. Gukalenko (Gukalenko: 2003), V.A. Ershov (Ershov: 2000), M.S. Mirimanova (Mirimanova: 2002)). At the same time, the need for studying this problem is obvious, since the theatre has significant educational potential, and the methods and techniques of theatrical pedagogy can be used to form tolerance as a necessary quality of personality in students of older school age.

METHODS

This study was carried out by means of theoretical methods, among which the analysis of scientific literature and other sources on the research problem, including methodical literature, the study of the methods and technologies of theatrical pedagogy, the generalization of research materials, as well as practical methods, including observation and communication

RESULTS

One of the key principles in modern pedagogy of society is the principle of tolerance, which meets the requirements of the development of modern society. At present, tolerance is one of the important personal qualities that should be inherent in modern man. However, in order to understand the meaning of the words “tolerant person”, it is necessary to reveal the meaning of the concept of “tolerance”, the meaning of which has changed throughout the history of mankind.

In the Middle Ages (until the end of the 17th century), the concept of "tolerance" was associated with the religious ideas of society. The medieval philosopher Thomas Aquinas interpreted this concept as a mandatory overcoming of the suffering that fell to a lot of men; in medieval European society, "tolerance" was understood as a manifestation of God's love and tolerance of the Almighty for people. In the Renaissance, the characteristic of tolerance acquired other features in connection with a change in the attitude of European society towards a person who was now proclaimed as the main value (the idea of humanism). In the era of the New Age, tolerance began to mean freedom of choice, voluntary entry into the religious path, non-violence. The idea of tolerance correlated with the acceptance of the values of the Other and the preservation of one's own value guidelines.

In the Cambridge Dictionary, the concept of "tolerance" is defined as a synonym for tolerance. "Tolerance": from Lat. tolerant - patience, endurance, acceptance; from English tolerance - "tolerance, a willingness to accept behaviours and beliefs that are different from your own, even if you do not agree or disapprove of them".

The concept of "tolerance" adopted by the international community is disclosed in the 1995 Declaration of Principles of Tolerance, which states that tolerance is "respect, acceptance and correct understanding of the rich diversity of cultures of our world, our forms of self-expression and ways of manifesting human personality; the duty to promote the affirmation of human rights, pluralism (including cultural pluralism), democracy and the rule of law." Modern pedagogy as a science and practice is called upon to educate a tolerant personality, to create conditions for its formation, which meets the needs of society (Mead & Doecke: 2020).

In pedagogical science, researchers consider education as a means of forming a student's tolerant personality. N.M. Borytko understands tolerance as "respect for the other, his values and willingness to accept the multiplicity of cultures, abandoning quantitative assessments".

It is possible to instil the basics of tolerance from preschool age. However, adolescence (high school students), which is a sensitive period of adolescent's moral maturity, the age when self-consciousness develops and, the worldview, self-esteem of students is formed, to a greater extent has the potential for the formation of a tolerant personality (Shem-Tov: 2020).

A vast influence on the formation of personality is exerted by the external environment (family, friends, social environment, educational, cultural and educational institutions) and the values that are significant in it. The purpose of the formation of tolerance is not only the formation of various forms of psychological stability but also the development of students' ability to critical thinking. That is, following the principle of a reflective position, a teenager should analyze the situation, consciously react to what is happening, based primarily on moral values. The level of tolerance of a person is determined by his personal qualities, morality, culture, social maturity (Maralova et al.: 2016).

One of the important types of art, which is designed to perform an educational function, is theatrical art. In the pedagogical science of the 20th century, the problem of "Theater and Children" is studied; scientists are discussing the interaction of the theatre with children of different school age, the possibility of using forms, methods, and technologies of theatre art in the educational process, and the perception of theatre art. An active discussion of the role of theatre in the educational process is due to its pedagogical potential associated with its specificity as a synthetic art form. The theatre synthesizes various types of artistic activity: music, choreography, painting, set design, acting, arts and crafts, and literature. Representatives of one of the areas of pedagogy of art - "theatrical pedagogy", whose goal is the development of personality, were engaged in solving the problem of the interaction of the theatre and children's audience (Garro: 2017).

According to the laws of theatrical pedagogy, "school theatrical pedagogy" lives, which is part of it and is aimed at educating the student's personality. The main tasks, in this case, are disclosure of the creative potential of students; development of a comprehensively harmonious personality; education of artistic taste, familiarization with spiritual and moral values.

The basic principles on which school theatre pedagogy is based are the principles of eventfulness, living, improvisation, personal creative activity, and diversity. The principle of events involves experiencing any phenomenon in reality that can change a person's worldview (Billingham: 2019). The principle of living is closely related to this principle, that is, the result of a personal experience of an event. A distinctive feature of theatrical pedagogy is the principle of improvisation and personal creative activity, which imply freedom for expression and help to unleash the creative potential of the child.

The principle of diversity of content involves the use of variable teaching materials, various methods, teaching technologies, forms of work. School theatre pedagogy has two main directions. The first direction is the use of theatrical practices in the educational process. Thanks to the creative approach used by the teacher at the lesson, students are immersed in the cultural space; they live this situation and gain personal experience. The second direction covers various types of extracurricular activities: school theatre, collective creative work, theatre visits, organization of classes in acting.

DISCUSSION

When submitting material in the educational process, it is important to observe the techniques of theatre pedagogy: active forms of presentation of material in order to enhance the perception of students; plot construction of the educational process (from the unknown to the acquisition of new knowledge); emotional significance for students; the inclusion of personality in the educational process, the use of interactive theatrical techniques; disclosure of the theme through a holistic image; the presence of collective creative activity; focus on obtaining a creative product.

In high school, it is especially important to use the methods of theatrical pedagogy in the classroom, as well as conducting extracurricular activities related to the theatre, since at this age there is a process of self-awareness and child self-determination, personality formation. The methodology and technologies of theatrical pedagogy form a holistic view of the world, help to restore communication with the world, with oneself. The most relevant moral and civic themes form a patriotic consciousness, a tolerant personality.

Theatre art, and art as a whole, creates certain ideas, forms a picture of the world in the minds of representatives of the young generation. The main task that art, including theatres, solves is the "translation" of moral and spiritual values, traditions inherent in one or another national culture. For example, the theatrical art of the Republic of Tatarstan combines both Russian and Tatar theatrical art (Maralova et al.: 2016).

In Kazan, there are two theatres for young spectators (Youth Theater) that perform these tasks, transmit cultural values to the young generation of Tatarstan people: the Kazan State Theater for the Young Spectator (for the Russian-speaking audience and the Kazan Tatar State Theater named after G. Kariev. The performances are staged in Russian, Thus, in Tatar, the Republic of Tatarstan popularizes its native language, preserves the national cultural heritage, and at the same time develops the theatrical culture of both peoples.

CONCLUSION

Theatrical art is an effective means of educating a high school student since, during this period, the personal formation of a teenager occurs. The young spectator (student) takes an active part in theatrical action, sitting in the auditorium in the process of perceiving the performance. The theatre is of educational importance, and it is important for the teacher not only to watch the performance together with the students but to discuss what he has seen and experienced with them. A visit to the theatre forms not only the audience culture but also personal qualities, spiritual and moral values, self-awareness, including tolerance.

Realizing the potential of theatrical culture, a variety of theatrical techniques and technologies are used in schools. In particular, theatrical pedagogy offers the use of game techniques in the educational process,

since the game is a universal form of human activity, a means of learning by students of the reality surrounding them, which they transform in the course of game activity. Game activity in the educational process is aimed at shaping the personality of students, revealing their creative potential, developing imagination. The child is socialized through the game.

The following methods are proposed that are used in lessons in educational organizations with the aim of forming students' personal qualities, establishing their self-identity and further socialization: simulation games, business theatre, psychodrama and socio-drama, role-playing games, as well as a specific method characteristic of theatre pedagogy - the method of historical parallels.

An analysis of scientific and methodological literature allowed us to conclude that aesthetic education is important for the harmonious and comprehensive development of the personality, during which a patriotic and tolerant consciousness of the individual is formed, and his creative potential is revealed. Theatre art contributes to the formation of certain ideals, creates a specific picture of the world through artistic means.

During the study, it was found that the process of forming a student's tolerant personality is influenced by both internal (biological) and external (social) factors, that is why tolerance is a personal quality that is formed in the process of child socialization.

The formation of tolerant consciousness acquires certain features in senior school age since it was during this period that the formation of the personality took place, the processes of self-assertion, self-awareness were activated, value guidelines were established, and a world outlook was formed. Defining the goal - to form tolerance as a necessary quality of personality, it is necessary to develop students' interest in this problem, since it is precisely the interest that motivates the child to know the surrounding multiethnic and multicultural world.

Theatrical pedagogy proposes to use game techniques in the educational process since the game is a universal form of human activity, and for children a means of understanding the reality surrounding them, which they transform in the course of theatrical and game activity. The methods and technologies of theatrical pedagogy help a teenage student to form a holistic view of the world, to establish a close relationship with him and with himself.

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Floristic Metaphor in French and Tatar Literary Texts

Metáfora florística en textos literarios franceses y tártaros

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RESUMEN

Este estudio está dedicado a las unidades florísticas del idioma francés y tártaro, que sufrieron una transformación metafórica en el discurso artístico. El objetivo del estudio es determinar las direcciones más significativas de la transferencia metafórica, para identificar lo común y único en el proceso de metaforización en lenguajes de diferente estructura. Los objetos de estudio fueron florónimos: nombres de plantas en francés y tártaro, merónimos, nombres de partes de una planta, así como unidades léxicas que indican la etapa de desarrollo de la planta. Los resultados del trabajo pueden aplicarse en estudios de lexicografía, estudios de traducción y teoría del lenguaje.

Palabras clave: Concepto, discurso artístico, floronimo, imagen florística, merónimo.

ABSTRACT

This study is devoted to the floristic units of the french and tatar language, which underwent a metaphorical transformation in artistic discourse. The aim of the study is to determine the most significant directions of metaphorical transfer, to identify the common and unique in the process of metaphorization in languages of different structure. The objects of study were floronyms - names of plants in French and Tatar languages, meronyms - names of parts of a plant, as well as lexical units indicating the stage of plant development. The results of the work can be applied in studies of lexicography, translation studies and language theory.

Keywords: Artistic discourse, concept, floristic image, floronym, meronym.

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INTRODUCTION

Conceptualization, i.e. the division of the world, the creation of a holistic picture of it, has common and specific features in national languages and cultures. The metaphor appears as a way of knowing the surrounding reality, the basis for creating a picture of the world (Arutyunova: 1990). Interest in the study of a plant vocabulary is explained by the variety of signs underlying its metaphorization, as well as its special axiological status because plants serve the basic human needs for nutrition and protection from harmful environmental factors. A structured fragment of knowledge about the world, a summary idea of the sphere of existence of an ethnos lies at the basis of further metaphorical transformations (Nikitin: 2004). In the literary text, the ethnocultural marking of plant images (Gafiyatova et al.: 2016, Sibgaeva et al.: 2015) is enriched by the author's worldview. However, national concepts are the core of the concepts here and largely determine the direction of metaphorical transfer. Thus, in this study, two lines of analysis are carried out: firstly, a comparison of an individual author's metaphor with a linguistic metaphor recorded in dictionaries, and secondly, a comparison of the mechanisms of metaphorical transfer in the national worldviews of French and Tatar ethnic groups. Artistic conceptualization of the world is complemented by logical and semantic transformations, including not only a metaphor but also an epithet, personification, hyperbole, etc. (Tadzhibaeva: 2010).

The study was based on citations from works of fiction of the 19th–20th centuries by the following authors: Guillaume Apollinaire, Honoré de Balzac, Theodore de Banville, Hervé Bazin, Georges Bernanos, Jean Richard Bloch, René Boylesve, André Breton, Louis-Ferdinand Céline, Albert Camus, Anatole France, André Gide, Roger Martin du Gard, Jean Giono, Julien Gracq, Jean Guéhenno, Felicité Robert de Lamennais, Antoine de Saint-Exupéry, Jean-Paul Sartre, Hippolyte Taine, Paul Verlaine, Emile Zola; A. Alish, G. Golymbay, N. Isunbut, G. Kutui, T. Minnullin, R. Mukhamadiev, K. Tinchurin, F. Yakhin.

METHODS

In the course of the work, a study of the lexical and semantic group of the French and Tatar languages floronyms was conducted, using the method of comparative analysis, which implies comparing fragments of the conceptual picture of the world of ethnic groups; a contextual analysis method combining the study of a national and individual author's picture of the world.

RESULTS

During the study, the following areas of the semantic shift were identified:

1) A plant is a person's appearance.

In the material we studied, the following phytonyms are used in metaphorical meaning: in French - clématite, jasmin, ilillet, coquelicot, avoine, chiendent, liane, roseau, asperge; in Tatar - shomyrt, karlygan, chiya, kənbagysh, Arysh, tal, talchybyk.

The main mechanism of metaphorization in both languages is the similarity in color and shape. Phytonyms can, for example, convey eye color: “ses yeux divins de clématite” (Verlaine); “Shomyrt Kara Kozle” (F. Yakhin); skin tone: “teint de jasmin” (Zola); hair color “ses cheveux d'avoine” (Breton); “Sary kənbagysh” (F. Yakhin), “souple comme une liane” (Banville), “talychybyktay bile” (F. Yakhin).

In the French art discourse, the phytonyms narcisse, aubépine can convey the fragility, tenderness, beauty of a woman: “des aubépines miraculeusement fleuries” (Zola). The symbols of female beauty in Tatar literature are alma (apple), gəl chəchək (rose): “Alma kebek kyz” (T. Minnullin); “- And minem gəl chəchəgem!...” (F. Yakhin).

2) Plant - the time of life, age, time.

In this meaning in French phytonyms primevère, pavot, in the Tatar language - alma, almagach, shomyrt, chiya, mək are used.

The phytonym primrose (primevère) indicates the beginning of something, spring, youth, for example. “Le primevère de l'amour” (Balzac), while poppy (pavot) is a symbol of death, the end, the transition to non-existence.

In the Tatar linguistic culture, phytonyms such as, for example, alma, almagach (apple, apple tree) are used to denote youth. The ripe season of human life is transmitted by the images of fruit ripening, harvesting, reaping, therefore phytonyms such as arysh (rye), boday (wheat), alma (apple), chiya (cherry) are used. A symbol of the transience of human life for the carriers of the Tatar culture is the snowdrop (umyrzaya): “Kaz alda үskən umyrzaya / Əkren səyli үtkənne kүңeldə” (N. Isənbət).

3) A plant as a symbol of human feelings (Gulomovna: 2020).

The feeling of love in French art discourse is conceptualized with the help of phytonyms lierre, liane: “lierre qui meurt où il s'attache”(France).

Liane (лиана) conveys a feeling of strong attachment to a person or thing, obsession or passion: “sa pensée-liane” (Gide).

Poetic symbols of sadness, melancholy are anémone (anemone) et ancolie (catchment): “L'anémone et l'ancolie /Ont poussé dans le jardin /Où dort la mélancolie /Entre l'amour et le dédain” (G. Apollinaire). The following phytonyms have a negative connotation in French: ortie, chardon, chiendent. Ortie (nettle) is associated with irritation and aversion:“vos paroles d'ortie” (Giono), chardon (thistle) - with depressing anxiety, concern:“comme s'il eût été assis sur des chardons” (R. Martin du Gard), chiendent (wheatgrass) denotes difficulty, causing annoyance: “vous vous rendez compte du chiendent?” (Sartre).

The following plant images were found in the Tatar language, which serves to denote human emotions: almagach, gəl chəchək, usak, imən (Ledin & Machin: 2020).

Almagach (the apple tree) is a symbol of happy love: “Egetneң məhəbbət almagachy da chəchək atyp, tizdən jimeshlənəse...“("Even if a young man does not receive love, it will blossom and bear fruit soon ...") (F. Yahin). Happy married couples are compared to roses: “gəl chəchəkləredəy par” ("a couple like flowers") (F. Yahin).

Usak (aspen), as in many other cultures, serves to denote fear: “...usak yafraklary kebek kaltyranulary” (“... trembling like the leaves of the aspen”) (F. Yahin). The phytonym oak (oak) is used to express surprise: “chikləvekle imən agachy kebek gərseldəp kilep təshteme...” (F. Yahin).

4). A plant is a national symbol, an image of the native land (Sibgatullina: 2020).

Names of plants can become poetic symbols of any locality, region (Sadykova & Mingazova: 2020).

In French, the following phytonyms are used in this meaning - ajonc and bruyère: “La Bretagne prodiguait alors ses séductions pauvres, … les ajoncs, les bruyères croissaient en foule sur les landes …” (J. Gracq).

In the Tatar language, they appear as symbols of the native land miləsh, kaen, tal, tirək, narat, imən: “...tugan yaklarynnaн, anyң miləshlərennən, kaennarynnan, tirəklərennən, chishmələrennən ... aerylyp yashərgə məjbur” (F.Yahin).

5). The plant is a colour designation.

Phytonyms are used to denote shades of colour in accordance with the ideas of the carriers of a particular culture (Aleksandrovna: 2020).

In French, these are the following phytonyms: pomme, lilas, olive, asperge, anis, amarante, lavande, myosotis, pervenche, réséda (rezeda), coquelicot (poppy).

DISCUSSION

In some cases, phytonym-colour designation acquires new shades of meaning, in particular phytonyms réséda, coquelicot may acquire the extensive meaning of "military uniform", "army", "state", e.g. “les couleurs de nos nations, ... le kaki, le réséda” (Guéhenno). Also, by the colour of their military uniforms, cornflowers were called the new recruits of the First World War, cornflowers (bleuet), which was reflected in poetry and fiction. Subsequently, bleuet (cornflower) takes on a broader meaning and becomes a symbol of war veterans, respect for the memory of the victims.

The following directions of transfer are more characteristic of the French language:

1) A plant is a person’s character

In the following examples, plant names are used to indicate kindness, warmth: “des cœurs simples comme des coquelicots” (Giono); vanity, coldness: “cressons! De quoi que vous êtes pas contents?“ (Céline).

2) A plant is a subject of religious worship; sacred symbol.

The following phytonyms acquire the spiritual and sacral aspect of meaning: églantier, romarin, myrte.

The phytonyms romarin (rosemary) and myrte (myrtle) become symbols of the pagan culture, as they were used in pagan rites: “lares, couronnés de myrte et de romarin” (A. France). The sacred qualities in Greek-Latin, Celtic mythology were attributed to the oak (chêne), the heads of the winners also crowned the oak wreath: “le front ceint d'une Couronne de chêne, le corps enveloppé d'une vieille lévite Verte à collet d'hermine“ (A. France). Rosehip is one of the symbols of Catholic spiritual culture; in painting and sculpture, it is often depicted at the feet of the Virgin Mary: “Des Pieds adorablement nus, foulant l'églantier mystique“ (Zola). Metaphorical reinterpretation also applies to meronyms (parts of plants) - in French - racine, grain, fruit, fleur, in Tatar - tamyr, orlyk, jimesh, chəchək, gɵl, yafrak. The metaphorical transformations are based on orientational metaphors (Lakoff: 1993) - bottom (roots) and top (flowers, fruits), as well as a causal relationship - grain, root and fruit (Farris: 2020).

So, for example, the meronym Racine (root) can indicate the root cause, source: “la Racine des causes diverse de ma défaite” (A. de Saint-Exupéry). In the Tatar language is the order of things, the usual way of life. The metaphorical rethinking of the meronym grain (seed, grain) is primarily associated with allusions to the biblical parable of wheat grains: … “laissez croître ensemble jusqu'à la moisson le bon et le mauvais grain” (F. Lamennais). The lexeme orlyk (seed) in the Tatar language serves to designate such concepts as family, clan, dynasty: “Yerak babalary … ahshy tufrakka tɵshkən orlyk idelərme” (F. Yakhin).The meronym fruit denotes the result of efforts, the work “le fruit des réflexions” (H. De Balzac). Broadly, the fruit token assumes the meaning of “maturity”, “completeness” (Sherwani & Dizayi: 2020).

The metaphorical use of the meronym fruit (fruit) is noted in such phrases as fruit sec (dry fruit), fruit défendu (forbidden fruit), fruit vert (green fruit). The expression fruit sec (dry fruit) has a pejorative connotation of meaning and translates as "a person who did not live up to his expectations, failed to cope with any difficult task." Compare, e.g. “… c'est un fruit sec, pauvre en esprit et en cœur” (A.Camus). Fruit vert (green fruit) - young man starting his life's journey (Volkova et al.: 2018).

The phrase fruit défendu, dating back to biblical symbolism, is found in many languages. Compare in French, e.g.: “en leur inspirant le désir du fruit défendu” (R. Boylesve).

Meronym җimesh (fruit) has a number of rethought meanings with a bright, positive connotation (Galieva & Galiullina: 2015). Firstly, it is a physically handsome young man or girl. This value is further strengthened by the expression peshkən җimesh (ripe fruit). Secondly, it is the result of labour, well-done work, a work of art: “… mondyi shigyr' җimeshlərennən miləтne syily-hɵrmətle иtər ide” (F. Yakhin). Thirdly, it is luck, happiness, prosperity, the gift of fortune: “… bəkhet җimeshen ɵzep tatyrsyң syman” (F. Yakhin).

Meronym fleur (flower) has various shades of meaning in the French language: beauty, youth, tenderness, fragility. It is also a beautiful era, a heyday preceding a period of decline: “Dans la fleur de sa virilité” (R. Rolland), and also the best part of something: “la fleur des élus” (H. Bazin).

Another meaning of this token is “result”, “consequence”: “L'art lui-même, cette fleur délicate jaillie des profondeurs communes à tous les hommes” (J.-R. Bloch).

On the whole, a positive metaphorical meaning is supplemented by a sevenfold hidden danger, withholding the true nature of things, the following shades of meaning become additional shades: danger, deceitfulness, illusory, unreliable (DeBerry & Perry: 2015).

A flower (chəchək) in the Tatar language is a metaphor for youth, the beginning of life, young hopes (Mingazova Raushaniya et al.: 2019): “yaңa gyna kүzen achkan irtənge chəchək” (F. Yakhin). In Tatar linguistic culture, this meronym also conveys such shades of meaning as tenderness, fragility, innocence, naivety, and insecurity.

It should also be noted cases of metaphorization of verb names, such as chəchək atu / to flourish, җmeshlənү / to bear fruit: “Egetneң məhəbbət almagachy da chəchək atyp, tizdən җimeshlənəse...” (Ф. Яхин). In this example, rethought verb names help uncover the first love feeling of young characters (Moreira-Muñoz: 2007).

Meronym gөl (flower, flowering plant) has positive imagery in the Tatar language, indicating happiness and prosperity (Mamaeva et al.: 2017). In combination, asyl gөl means an outstanding personality, a person who has some bright talents: “Bu bala dөnyanyң bashka ber də kabatlamas asyl gөle bulgan” (F. Yakhin).Yafrak (leaf) is a symbol of loneliness, longing, and fear: “... yalgyz yafraknyң җil irkenə birelүennən һəm shunyң belən alda kөzneң də kiləse barlygyn iskərtү kebek” (F. Yakhin). Among the lexical units corresponding to the life cycle of plants undergoing metaphorical transformations, we note the following: pousse (plant growth, harvest) in French, үsentə (sprout) in the Tatar language. The lexeme pousse denotes the origin, appearance of a phenomenon, innovation, development trend: “une religion de seconde pousse” (H. Taine). In the Tatar language, the lexeme үsentə refers to the revival of a previously existing but disappearing phenomenon, renewal, innovation: “yash үsentelərneң kүtərelep kilgənnəre kүrenə” (F.Yakhin).

CONCLUSION

Thus, the following productive directions of metaphorical transfer were identified that are common for the French and Tatar languages: plant as a description of the appearance of a person, plant as the emotional sphere of a person, plant as the colour designation. To a greater extent, such directions of transfer are inherent in the French language: a plant as a description of a person's character traits, a plant as an object of worship. In the Tatar language in the studied material, a fairly large number of examples of plant transfer were found, i.e. time, era. As for meronyms, in addition to traditional spatial metaphors and metaphors that reflect causal relationships, the bright, positive imagery of such lexemes in the Tatar language should be noted, where they serve to reveal such concepts as “beauty”, “happiness”, “love”. A specific feature is the use of meronyms in the meaning of “time span”, “period”.

The floristic metaphor, representing a fragment of the national picture of the world, allows a deeper understanding of the worldview of the ethnos. Therefore, it is of considerable interest for study. The metaphorical formations revealed by us expand the existing lexicographic description of the studied linguistic material, representing, in most cases the author’s superstructure over the existing concept in the language, the usual linguistic metaphor. Such studies make it possible to trace the further development of metaphorical concepts, deepen existing knowledge about the national picture of the world, and provide significant material for further research (McCarren: 2020).

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History of the Detective Genre: A. C. Doyle's Series about Sherlock Holmes

Historia del género detectivo: Serie de A. C. Doyle sobre Sherlock Holmes

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RESUMEN

Este artículo analiza la relación de la serie de obras de Arthur Conan Doyle sobre Sherlock Holmes con el movimiento de género de la década de 1920-1930 llamada “La Edad de Oro de la ficción detectivesca” es poco estudiado en el análisis de la literatura rusa. Como resultado de este estudio, el autor concluye que la serie de Doyle, en todas sus diferencias con los representantes de la Edad de Oro de la ficción detectivesca, estableció el marco conceptual de este movimiento de género. Las historias sobre Sherlock Holmes, si no se inventaron, popularizaron muchos elementos de género típicos que luego fueron utilizados activamente por los autores de los trabajos de detectives.

Palabras clave: A.C. Doyle, base conceptual de la ficción de detectives, detective británico, género de detectives, historia del género de detectives.

ABSTRACT

This paper analyzes the relation of the series of works by Arthur Conan Doyle about Sherlock Holmes to the genre movement of the 1920-1930s called The Golden Age of detective fiction is not widely studied in the Russian literature analysis. As a result of this study, the author concludes that Doyle's series in all its differences from the representatives of the Golden Age of detective fiction laid out the conceptual framework of this genre movement. Stories about Sherlock Holmes if not invented, popularized many typical genre elements that were later actively used by the authors of detective works.

Keywords: A.C. Doyle, british detective, conceptual basis of the detective fiction, detective genre, history of the detective genre.

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INTRODUCTION

Sir Arthur Conan Doyle's series about the famous consulting detective Sherlock Holmes is not the first representative of the detective genre: it was preceded, for example, by Willkie Collins novels (The Moonstone among others), several stories by Edgar Alan Poe, The Mystery of Edwin Drood by Charles Dickens. It was also not the first work to introduce the genre trope "the great detective and their naive assistant". An earlier, but less famous example of this trope is, for example. The detective Auguste Dupin from the stories of Edgar Alan Poe (Murder on Morgue Street and some others).

However, it was Sherlock Holmes who popularized the detective genre – the fame of the series even overshadowed its creator, Conan Doyle, who, incidentally, considered his detectives much less worthwhile and serious than his historical novels (Carr: 1949).

Between two world wars in the United Kingdom, a literary movement called the Golden Age of Detective Fiction was formed (Borisenko: 2016, Zakirov et at al.: 2017). There are still disputes about the exact definition of the direction, as well as its time and territorial framework, but in this case, we are only interested in the works belonging to the movement, among the most prominent representatives of which are Chesterton, Agatha Christie, Dorothy L. Sayers, Ngaio Marsh and others. The purpose of our work is to establish the influence of the works of A.C. Doyle on authors of the so-called Golden Age of Detective Fiction, focusing on the commonality of the conceptual framework and the system of the characters (Morrison: 2020).

METHODS

The methods used in this work are as follows:

- The primary method is comparative analysis;
- Another method used is the intertextual analysis; it "builds the semantic content" [3].

RESULTS

The main essence of the Golden Age of Detective Fiction is the author and reader playing an intellectual game built around the murder. Almost every element assists the general concept of an intellectual game - a cozy atmosphere, which is partly achieved due to the fact that the action often takes place among a wealthy society (often the setting of these stories is a big estate, an elite guest house, a five-star hotel and so on), subtle humour, which makes the mood of the works lighter, and the structure of the works, which is constructed in such a way that the reader can solve the riddle before the detective. Moreover, the "naïve assistant", a Watson-like character, serves as a mediator between the reader and the "great detective", the rival in the game (Orr: 2020).

The equality of the detective and the reader in the Golden Age of Detective Fiction is protected by the so-called "rules of fair play", which are established in the articles The Ten Commandments of the Detective Novel by Ronald Knox and The Twenty Rules for Writing Detective Novels S. S Van Dine. Partly they were humorous, partly a reaction to certain works in the genre. The point from the work of Ronald Knox that a criminal should be someone mentioned at the beginning of the novel, but they should not be the person, whose thought the reader is allowed to follow (Knox: 1929), is most likely a reference to Agatha Christie's The Murder of Roger Ackroyd, which came out a few years before the article and where the narration is concluded on behalf of the murderer. A few years later, Agatha Christie violated the rule of Van Dyne (There must be but one culprit, no matter how many murders are committed. [5]) in her famous Murder on the Orient Express. However, in general, these articles represent the views of many authors of the movements and its main direction. "Commandments" and "Rules" not only affirmed the attitude of the authors of the genre to their works as a game but also reflected the philosophy of the movement that differentiates it from the adventure fictions

and generally any that put the crime investigation line on the periphery. Indeed, most of the Golden Age detectives revolve around the murder (or murders) and its investigation, other plot elements serve the investigation storyline in one way or another.

The reader gradually receives information about the case at the same time as the detective. Respecting the detective's thoughts, the reader knows only those that they speak out loud - so the reader does not get a clue in advance, before the public announcement (which usually happens when all the suspects gather in one place). The author invites the reader to compete with the detective who, with an equal amount of information, solves the riddle first. This kind of interaction with readers has proven to work well - many fans of the genre take great pleasure in deciding the identity of both the killers and the victims even before the crime.

In this paper, we will focus on how individual elements and ideas of the Sherlock Holmes series developed in the Golden Age of Detective Fiction several decades after (Dwivedi: 2018).

By the standards of the most orthodox categorizations, many works about Sherlock Holmes cannot even be considered detective (especially if we take, for example, P. Moiseev's approach who refused to deem detectives any work that is not focused solely on the investigation (Moiseev: 2017). It is more reminiscent adventure fiction with detective elements, and the heavy influence of romanticism is still evident there (for example, many exotic motifs, including plot reveals featuring Russian rebels and Spanish dictators, the very concept of an "exceptional" main character) in contrast with more "realistic" later detective stories. In some stories (Five Orange Seeds, for instance), there is no investigation, only a rather dramatic story involving a murder. Even the title of one of the books The Adventures of Sherlock Holmes sets expectations of more of adventure fiction. The Golden Age's fiction always revolves around the murder in the upper-class society. Some stories about Sherlock Holmes are devoted to thefts, abductions or simply scams, a considerable part of them does not happen in the upper-class society and in the rather unpleasant surroundings of foggy London full of criminal. In many cases, the focus shifts from the investigation to the story of the client, many short stories follow the structure "a long detailed description of what happened to the client - a short investigation - an explanation from Holmes". There are many other differences between the Golden Age fiction and the A.C. Doyle's series, but let us focus on the similarities, the things that laid out the foundation for the future works.

First of all, we should discuss the stereotypical roles of the characters. The Sherlock Holmes series, in many respects, determined even how the police forces are usually presented in the Golden Age. There are several recurring police characters in the series, but inspector Lestrade is of the main interest for us.

The image of Inspector Lestrade is somewhat comical. This even manifests itself in the description of his appearance: in A Study in Scarlet, the first book about the adventures of Holmes and Watson, he is described as a little sallow rat-faced, dark-eyed fellow (Doyle: 2008). A similar comparison involving animal motifs can be found in The Boscombe Valley Mystery: a lean, ferret-like man, furtive and sly-looking (Doyle: 2016). He is often dissatisfied with Holmes, but he still retains respect for the consulting detective. At the same time, Lestrade is by no means incompetent: he works towards solving the cases diligently, and in the end, he always admits Sherlock's rightness. Moreover, because of the need to prove guilt in court, he is more limited in his freedom than Holmes. Your theories are all very well, but we have to deal with a hardheaded British jury (Doyle: 2016). The image of Lestrade can be perceived as a symbol of official justice. In this regard, we can view the official justice as a bit comical and far less capable than the "genius detective", but still competent, and their hands are partly tied by the juridical system and laws that sometimes get in the way of finding the truth.

DISCUSSION

This character type with some variations later became widespread in other detective stories, including works of the Golden Age (Muntian & Shpak: 2019). For example, it is Inspector Japp in the Hercule Poirot series by Agatha Christie (Clarke: 2020). Japp is considerably different from Lestrade, but still shares several

traits with him: they're both representatives of the law, both quite capable, but far less talented than the "great detectives". They often ask the detectives for help, and their images contrast with the ones of the detectives. Perhaps the popularity of this character type can be explained by people's distrust of law enforcement, which is combined with the desire for justice, and here the justice is served through a person not directly affiliated with the law.

However, the main thing that Conan Doyle's series popularized character-wise was a pair of "genius detective and their naïve assistant".

Regarding this aspect, there are many features that subsequently will be developed even more in the works of the Golden Age of Detective Fiction, for example, the narrator in most cases being not the great detective, but an assistant or another person, or the dynamics between the detective and the assistant. The source of inspiration is obvious: Ronald Knox even used Watson as an example of the detective's assistant (Van Dine: 1928). However, we can find a less obvious similarity in connection with Sherlock's famous deductive reasoning. Let us analyze a scene from the beginning of the Hound of the Baskervilles, where Holmes asks Watson to draw conclusions about the client from a cane forgotten by him. Watson makes several assumptions, and Holmes reacts with a bit arrogant obvious irony (I am bound to say that in all the accounts which you have been so good as to give of my own small achievements you have habitually underrated your own abilities. It may be that you are not yourself luminous, but you are a conductor of light. Some people without possessing genius have a remarkable power of stimulating it. I confess my dear fellow that I am very much in your debt (Doyle: 2008). Watson does not catch the irony in his words and is proud of himself (He had never said as much before, and I must admit that his words gave me keen pleasure, for I had often been piqued by his indifference to my admiration and to the attempts which I had made to give publicity to his methods. I was proud, too, to think that I had so far mastered his system as to apply it in a way which earned his approval (Doyle: 2008). Soon Holmes says that Watson was right in two basic conclusions, but then he went in the wrong direction, and Holmes turns out to be entirely right (Doyle et al.: 2018).

The scene is fascinating and light-hearted: the reader is supposed to smile at Holmes' irony, and then smile at Watson's naïve thoughts. Those exchanges appear between Watson's and Holmes' versions of who the client is that serve as an example of the famous deductive reasoning (it's even mentioned in the quotation by Watson that he is learning the method and tries to apply it too). Two different people analyze the same set of premises in their own way - and in the end, they come, with the exception of a couple of points, to practically opposite conclusions. The example of deductive reasoning starts to feel like a game, like solving a riddle with your friend, because of the character interactions and subtle humour. The humour is one of the often overlooked features of the Sherlock Holmes series, as noted by, for example, Paul Johnston in the foreword for A Sherlock Holmes Graphic Novel Vol. 1: A Study in Scarlet by I. N. J. Culbard and I. Edginton (For many readers, this makes Holmes a cold-blooded superhero, but the warm humour of the stories is often ignored (Dundas: 2015)).

At its core, the Golden Age of Detective Fiction is built on the same principles as Watson's attempts to draw conclusions about the client in a sort of friendly competition with Holmes who was initially in a more winning position as an experienced detective. The reader, "the assistant" and the "great detective," possess the same amount of information about the riddle and try to solve it in the pleasant atmosphere of an intellectual game. The readers find themselves in the role of Watson: the task is to come to the same conclusions as the great detective based on a set of facts that indirectly relate (or do not relate) to the crime committed. Of course, there is no reward other than satisfaction - but this is an intellectual game after all, where can be no other reward other than satisfaction (Haycraft: 2019). In the Golden Age, this principle of drawing conclusions based on the facts becomes the central element of the work: there are usually no "recurring villains" appearing in several works like Moriarty, recurring secondary characters unrelated to the investigation like Mycroft, no "small" cases without murder, and so on.

The gentle humour is used in the works of the Golden Age of Detective Fiction also on the level of creating the images of the main characters. Hercule Poirot, Father Brown, Miss Marple are eccentric outsiders that

can be deemed a bit “weird” by some people, just like Sherlock Holmes. It can be perceived as echoes of the tradition of "eccentric good people" from the time of Charles Dickens’ British prose (one of the examples is The Pickwick Papers). Holmes is an asocial drug addict with atypical behaviour, Poirot behaves like a stereotypical Belgian and is obsessed with cleanliness, Father Brown is a priest who investigates murders, Miss Marple pretends to be a pushy old lady to solve crimes. Such humane oddities help, firstly, to distinguish heroes from the crowd (this can be perceived as a new iteration of romanticism, which later translates into images of superheroes in mass culture) by something other than their intellectual capabilities, and secondly, strangely enough, make them more human, not cold machines for investigations. Because of this, they feel more like people, not lifeless symbols of human potential and justice. Because of their shortcomings and human features, the images cease to be threatening, they gradually become something like old friends of the readers of the series, people get used to their imperfections because of the humour. For example, we cannot say anything special about the character of Auguste Dupin and his assistant from the works of Edgar Allan Poe, and their images are more functional.

CONCLUSION

In this paper, we named the main features of the literary movement called the Golden Age of Detective Fiction and provided some information on the Sherlock Holmes series by Arthur Conan Doyle. Then we compared them and named several differences, but focused on the similarities in the character images, humour and the approach to solving riddles that becomes fundamental in the Golden Age while discussing the influence.

It must be said that despite the fact that the works representing the Golden Age of Detective Fiction noticeably differ from Arthur Conan Doyle’s Sherlock Holmes series in many ways (a more comfortable atmosphere, a greater emphasis on solving the riddle, exclusively murder in the centre of the plot, a lot of restrictions in regards to plot, and so on), books about Sherlock Holmes still set the conceptual basis of these works (investigation as a game, justice is served with the help of the forces of the human mind with little to no impact from the officials, subtle humour, etc.), as well as the system of images of the main characters (a great detective with some unusual traits with whom the reader “competes”, his “ordinary” assistant, the capable yet not as bright as the detective police investigator). The authors of the Golden Age of Detective Fiction took several aspects of the Arthur Conan Doyle’s series and developed them into a new movement, “a pure detective fiction” devoid from anything that can distract the reader from the cozy intellectual game. The movement which was quite short-lived (roughly two or three decades), but that remains highly influential and popular up to this day. Perhaps it’s this “pureness” that attracts people even today, in the world of “post-postmodern” (Bobileva et al.: 2017) where “the impulse of total denial” (Frolov & Salakhova: 2016) and “post-modernistic schizophrenic discourse” (Breeva: 2014) in the later years of post-modernism transformed many detectives work into something cynical, devoid of that pureness, coziness and straightforwardness.

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Development of Intercultural Competence of Economy Undergraduate Students

Desarrollo de la competencia intercultural de los estudiantes de pregrado en economía

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RESUMEN

Este artículo aborda el método del proyecto como una de las formas más efectivas de proporcionar a los estudiantes habilidades y destrezas que contribuyen a un comportamiento bien construido en una situación de comunicación intercultural basada en el uso de un idioma extranjero. Una búsqueda activa de herramientas relevantes para la formación de competencias interculturales lleva a los educadores a comprender que los estudiantes necesitan formas y métodos de enseñanza grupales, de juego, de rol, orientados a la práctica, problemáticos, reflexivos y de otro tipo. Finalmente, el método basado en proyectos como una forma efectiva de desarrollar la competencia intercultural, se presenta en el artículo desde las perspectivas de los estudiantes de pregrado que se especializan en economía.

Palabras clave: Clases prácticas, competencia intercultural, cooperación, estudiantes de pregrado, método de proyecto.

ABSTRACT

This article deals with the project method as one of the most effective forms of providing students with skills and abilities that contribute to well-constructed behavior in a situation of intercultural communication based on the use of a foreign language. An active search for relevant tools for the formation of intercultural competencies leads educators to the understanding that students need group, game, role, practice-oriented, problematic, reflective and other forms and methods of teaching. Finally, the project based method as an effective way of developing intercultural competence, is presented in the article from the perspectives of economy undergraduate students.

Keywords: Cooperation, intercultural competence, practice-oriented classes, project method, undergraduate students.

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INTRODUCTION

These days the process of globalization erases many borders and sets new trends in intercultural communication and experience exchange. This means that preparation of a competent specialist in the field of management and economics includes the need for knowledge of a foreign language, but also his or her willingness to carry out professional communication. An active search for relevant tools for the formation of intercultural competencies leads educators to the understanding that students need group, game, role, practice-oriented, problematic, reflective and other forms and methods of teaching. The main idea of this approach to teaching a foreign language is to shift the focus from exercises to the active linguistic solvency of students. This technique of formation of intercultural competence requires special attention.

We noted that of all the existing teaching methods, it is the project method that allows us to adequately solve this problem. Accordingly, it is necessary to turn the practice of the English language into a discussion, research club, which addresses really interesting, practically significant and accessible problems for students, taking into account the peculiarities of the country's culture and, if possible, based on intercultural interaction. There should always be a subject of discussion for the active realization of the potential of practice-oriented classes with elements of introducing the concept of intercultural competence (Spitzberg: 1983; Mergendoller & Thomas: 2001; Bolsunovskaya et al.: 2015; Sadenova et al.: 2017).

What is the implementation process of this method? As described earlier, the basis of project activity is a certain problem, chosen in accordance with the profile and range of interests of students. To come to its solution, students will need not only knowledge of the subject of the English language directly, but also possession of an appropriate volume of various knowledge in the field of culture of the country of the target language, knowledge of traditions and values, knowledge of the etiquette of communication in the studied foreign language, in our case, English. In addition, students must possess certain intellectual, creative, communicative skills (Raven: 1997; Beckett: 2006; Moeller & Nugent: 2014; Vaca & Gómez: 2017; Nurullina et al.: 2018).

Thus, the main idea of this approach is to shift the emphasis from various types of exercises to active mental activity, which requires knowledge of certain language tools for its design. The project method can help to solve this problem and, accordingly, turn foreign language classes into a discussion, research club, in which really interesting, practically significant and accessible problems are solved. This approach in teaching a foreign language will contribute to the formation of intercultural competence and will also allow students to quickly and adequately respond to what is happening in any speech situation associated with solving a problem and making a decision. So, we propose the project method as one of the most effective forms of providing students with skills and abilities that contribute to well-constructed behavior in a situation of intercultural communication based on the use of a foreign language (Blumenfeld et al.: 1991; Ayas & Zeniuk: 2001; Moloney & Harbon: 2005; Ilyasova et al.: 2019).

METHODS

This method is not an innovation in pedagogy, but its use is diverse. Each teacher can use a personal vision in working with students. This makes this method unique and adaptable to any level and specialty of trained students. From the history of the project method, we see that it was introduced by the American scientist John Dewey in the 1920s and to this day it remains an up-to-date teaching approach. The project method refers to problematic situations, which makes it the most attractive for us and determines our choice. The main idea is to solve various problem situations in order to obtain knowledge, and implies the integration of knowledge from various fields of science (Helle et al.: 2006; Ravitz et al.: 2014; Ilyasova et al.: 2019).

The Institute of Management, Economics and Finance of Kazan Federal University was chosen as the experimental base for conducting a series of classes using the project method. We have selected a group of

second year management students. Before we started working with students, we conducted a survey that included a number of questions related to their awareness of intercultural competence and the use of intercultural communication skills in the learning process and communication with native speakers.

RESULTS

The first chart demonstrates the definitions that students chose for the concept of "intercultural competence". It is worth noting that only 44% coped with this task (Fig. 1).

To the question of whether they consider intercultural competence an important factor in communication, 61% of the students surveyed gave a positive answer.
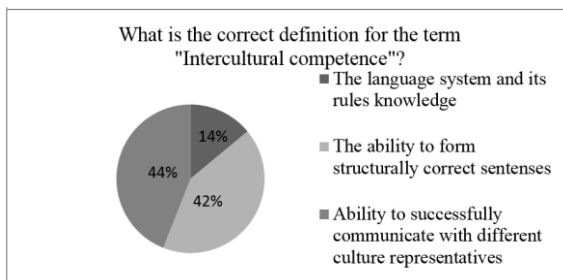
Figure 1
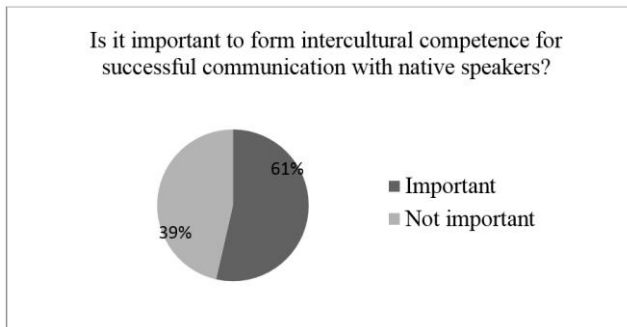
Figure 2

Then this group of students took part in the project work.

DISCUSSION

In the process of using the project method, we identified the following stages of work:

1. Definition of the project topic. For this, a discussion was held, the exchange of views of students and teachers. The topic should be suitable for the training format and suit the teacher, but it should also be of interest to students. This can increase motivation for further project implementation. Our choice - "Marketing strategies: best advertising solutions to promote a product";
2. Statement of the problem within the selected topic. The problem area needs to be analyzed. A general discussion is also being considered. In our experiment, the necessity of choosing a foreign product was

established, since the project should be closely connected with the countries of the language being studied;

3. Drawing up a work plan and determining the form of the project. It must be remembered that the project must organically fit into the time frame allocated for it. The project implementation form should be convenient for students. But the teacher should not feel discomfort when checking the work either. If the result of the project cannot be demonstrated and evaluated, then the motivation for implementation can be extremely reduced. We decided to establish a two-week deadline for the implementation of the project;
4. Collection and processing of information. This category includes assessment, systematization and classification, communicative activity in pairs or groups. After discussing the project and the purpose of the product for which it is necessary to develop an advertising company, the groups are given three to four days to find the necessary information (product history, its development, advertising created for it earlier, determining the target audience);
5. Presentation of the project. It is one of the most important parts for learning. Too many students actively cope with the preparation process and communication within their groups. But they are not always able to draw the right conclusions, and most importantly successfully present the result of their project. Make sure that students correctly understand the presentation process and know what needs to be voiced, and most importantly how (Raven: 1997; Pikeyeva: 2014; Nurullina et al.: 2018).

On the appointed day for the class, an audience with a projector was needed. Since the work on advertising the product was carried out in pairs, students present the same way. Among the evaluation criteria are not only compliance with the topic and the work performed, but also the presentation skills of this project.

Of course, each stage of the project involves interstitial results. They can be actively discussed or recorded, and then checked by the project coordinator (teacher in our case). The teacher comments and brings to the general discussion issues worthy of attention. He or she can also correct something in the process; see flaws before the presentation of the results. This will help the team to work in the right direction.

Discussion of work in a group with a teacher allows students to build skills such as: the ability to express their thoughts verbally and in writing, correctly form questions and queries in information search engines, mastery of a monologue, dialogue and discussion form of speech communication, interaction with partners in a group, conflict resolution.

CONCLUSION

Obviously, each of the stages of the project is a communication. This helps the teacher achieve the desired goal, since interaction with the goal of solving the main problems, using the foreign language, is the very way that we consider the most effective in building intercultural competence. Having given a similar task, we see that students are actively involved in the formulation, discussion, and in the future, the solution to our chosen problem. A foreign language is used for its intended purpose - the commission of communication in order to solve the problem. Therefore, it follows that the results of project activities are considered not only the skills and abilities we mentioned earlier, but also the formation of intercultural competence (Polat: 2000; Ryndina: 2013; Thomas: 2015).

Also, after the project, we considered it necessary to ask students what was the most difficult part of the project for them in the course of their work. The majority noted that in the process of searching for information, they came across a large number of incomprehensible professional terms and expressions. In the process of processing the slogans of commercials for certain products, students could not catch the puns or historical premises for using these slogans (Sinicrope et al.: 2012; Ravitz et al.: 2014). This indicates the insufficiently developed intercultural competence of student managers and the need to increase this kind of project tasks

to form an idea of the culture and traditions in the field of business and advertising in the country of the language being studied (Spitzberg: 1983).

In the course of the study, we confirmed our idea that if the method of project activity is actively used in the pedagogical process, then it is possible to increase the effectiveness of teaching students to communicate in foreign language classes. The tasks set at the beginning of our study were successfully solved.

The method of project has several stages including allocation of duties, group work, presenting the results and assessment, where each of the stages requires active work and responsible attitude from both sides: the teacher and the students. If all the requirements are met, project activities, especially in the field of foreign language learning and intercultural competence developing, can serve as a highly useful teaching tool (Sinicrope et al.: 2012; Nurullina et al.:2018).

Ideas for projects can be diverse and can come from social and cultural issues. This method of project in foreign language lessons contributes to the formation of students' cognitive interest in language learning, the development of independence, the ability to collaborate, the development of creative abilities, communication skills, intercultural communication (Ryndina: 2013; Thomas: 2015; Akhmadullina et al.: 2019).

The article considers the possibility of using the method of project as an effective condition for the formation of professional foreign language communication of students of future economists. It has been shown that the method allows for the proficiency of a foreign language as a mandatory component of professional training in accordance with the requirements of the Federal State Educational Standards. All in all, the project method has great potential for the development of student independence and can be successfully applied in the organization of their independent work in the process of learning a foreign language at the university.

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ARTÍCULOS

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Essence of Art-Project Activity and Development of Artistic-Design Competence

Esencia de la actividad del proyecto de arte y desarrollo de la competencia del diseño artístico

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RESUMEN

Las competencias relacionadas con los cambios en la realidad requieren que los especialistas estén bien preparados, tengan conocimientos teóricos y desarrollen habilidades profesionales prácticas. El problema de mejorar la formación profesional en diseño tiene una gran importancia en el sistema educativo de Europa y del mundo. La esencia de la competencia de diseño artístico de los diseñadores está determinada por: la motivación y las cualidades personales de los estudiantes, que desempeñan un papel importante en el proceso de actividades creativas independientes de proyectos de arte; conocimiento y habilidades en el campo de actividades de proyectos artísticos; capacidad y disposición para utilizar los conocimientos y habilidades adquiridas en el campo de las actividades de proyectos de arte en la práctica.

Palabras clave: Competencia de diseño artístico, actividad de proyecto de arte, creatividad, educación en diseño, habilidades de diseño.

ABSTRACT

Competences related to changes, in reality, require specialists to be well prepared, have theoretical knowledge and developed practical professional skills. The problem of improving professional design training has great importance in the educational system of Europe and worldwide. The essence of the artistic-design competence of designers is determined by motivation and personal qualities of students, which are playing an important role in the process of independent creative art-project activities; knowledge and skills in the field of art-project activities; ability and willingness to use acquired knowledge and skills in the field of art-project activities in practice.

Keywords: Artistic-design competence, art-project activity, creativity, design education, design skills.

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INTRODUCTION

Professional competencies that relate to creative changes in the surrounding reality always require a high level of professional training, a high level of knowledge and well-developed practical skills from specialists in this area. In world practice of training specialists in the field of design, there is a constant reorientation of goals and reassessment of educational opportunities in this area. Based on it, the issues of training future designers, who may be ready to perceive these constant changes as norms of professional functioning, are extremely important.

The problem of improving professional design training has the great importance in the education system in Europe and the worldwide, and today there is an urgent need for employers for creative, proactive professionals who can adapt to constantly changing market conditions, capable of professional self-realization and functioning in any socially economic conditions. In modern conditions, not only the student's theoretical knowledge is of particular importance, but also his ability to competently carry out the professional activity, which becomes the main object of assessment and the quality of learning (Akhmetshina & Kadyjrova: 2017, pp.188-193).

Concerning professionals in the field of design, a special type of education characteristic of them should be noted, combining the developed artistic thinking and the rational thinking inherent in specialists in design activity. The designer should be a versatile specialist, developed diversely (Rozenson: 2006). Activities organized in collaboration professional lead to the creation of completely new products, which, in turn, support the economic component of society. This integration forms a new concept–project thinking, which development becomes an urgent task of modern design education. The features of the creative project thinking of the designer are independence in acquiring and operating new knowledge, as well as the high novelty of creating the product, the uniqueness of the process of its receipt and a significant impact on mental development (Budkeev et al.: 2016, pp.3394-3405).

METHODS

Artistic-design competence is considered as one of the significant and key components of the professional competence of specialists in the field of design (Alekseeva & Pallotta: 2017). The necessity and expediency of the formation of artistic-design competencies for these specialists are determined by the specifics of their future professional and creative activities, as the main constants of creativity are: the author's concept, image, function, morphology, shape, aesthetic value of the designed object (Kadyjrova et al.: 2019, pp.5119-5122). After analyzing the definitions of the researchers, we came to a conclusion, that the most comprehensive definition of the concept of an artistic-design competence was given by M.V.Filatova, inside the publication "The essence, structure and content of an artistic-design competence in pedagogical theory and practice". She believes that "artistic-design competency is the integrative ability of students to design a subject-spatial environment from developing an artistic-design concept to manufacturing a product" (Filatova: 2015, pp.257-262).

In order to develop professional competence and increase the cognitive interest of future specialists in the field of design, when creating new methods of working with students, it is necessary to choose the most effective and rational one (Semenyuk: 2018). Such an effective pedagogical technology is the art-project activity, which allows improving the quality of vocational training by including students in various types of creative activity that are significant to achieve the learning objectives (Kadyirov: 2020, pp.162-166).

The use of art-project activities in teaching orientates modern students not only to simple assimilation of knowledge but also to methods of assimilation, to patterns and methods of thinking and activity, to the development of cognitive activity and creative potential of each student. This approach also attracts a modern educator in that it opposes verbal methods and forms of transmitting ready-made theoretical information,

monotonicity and anonymity of verbal teaching, the passivity of knowledge, skills and abilities that are not implemented in practical activities (Alekseeva et al.: 2017, pp.615-626).

Under the conditions of the modern information age, the fact that knowledge is not transferred but obtained in the process of personally significant activity becomes obvious, since knowledge itself (outside certain skills and practical use of skills) does not solve the problem of the education of a modern person and his preparation for real activity outside the walls of an educational institution. The analysis of the current situation convinces the teacher that the goal of education is not to obtain knowledge and skills of a student, but to master certain personality qualities, since any modern state is interested in ensuring that its citizens are able to act actively, make decisions, evaluate “social consequences of their actions” (Raven: 1984, p.251) and flexibly adapt to changing living conditions (Sysa: 2017, pp.615-619). Art-project activities are innovative, as they can involve the transformation of reality, were built on the basis of appropriate technology that can be unified, mastered and improved (Kadyirov: 2020, pp.162-166). Carrying out art-project activities, the designer uses the entire available arsenal of design tools: technical design, layout, compositional shaping, educational style, functional analysis, organizational, conceptual models of the subject environment.

The essence of the artistic-design competence of designers is determined by motivation and personal qualities of students, which are playing an important role in the process of independent creative art-project activities; knowledge and skills in the field of art-project activities; the ability and willingness to use acquired knowledge and skills in the field of art-project activities in practice (Koveshnikova & Koveshnikov: 2017, pp. 434-436).

As some researchers (N.Yu.Bugakova, T.M.Kauda, N.V.Matyash) note, in the process of art-project activities, future specialists acquire the basis for self-expression, self-development and self-realization. In the course of carrying out activities of an art-projective nature, functions the principle of individualization of instruction, which consists in the development of individual abilities and inclinations (Charness & Grieco: 2019, pp.454-496).

The following functions of art-project activities can be distinguished:

• Teaching – in the process of engaging in art-project activities, the student acquires new knowledge, skills;

• Self-expression – the satisfaction of students’ personal needs for self-realization, self-expression, self-actualization through the creation of new artistic values and objects with new consumer qualities (the need turns into a real subject);

• Developing - in the process of designing, developing the student’s personality, his creative design abilities, the intellectual sphere, gain a new professional plan experience;

• Transformative, creative, aesthetic–the transformation of the surrounding reality;

• Controlling – the teacher’s control of the learning process based on the results of the student’s art-project activity.

Art-project activities are possible only in a creative setting, which should be specially organized and should provide the necessary conditions and opportunities for teaching students. Within the walls of the educational institution, it is necessary to create a psychologically comfortable environment, an atmosphere of co-creation of teachers and students (Christensen et al.: 2019, pp.633-654).

For instance, at the Department of Design and National Arts of the Institute of Philology and Intercultural Communication (Kazan Federal University), for design-students are given various creative tasks, to achieve conditions and opportunities to become full-fledged professionals and competent designers. At different educational stages, for students are given various complexity assignments, the main condition is that the result of any training assignment should be a real design product. The student’s fashion and costume studio “Tatar style” operates at the department, in which future designers create and manufacture clothing collections based

on traditional costumes of the Republic of Tatarstan (Tian & Yang: 2020, pp.431-434). In the same studio, students study and engage in such types of folk arts and crafts as leather mosaic, gold embroidery and lace.

Also, the department regularly engages in the educational process invited practitioners, heads of large design companies and internal structures of the university, designers working in innovative design areas who conduct workshops and seminars with students that allow future designers to better learn the specifics of their future profession. Implementation of real, practice-oriented projects of various levels of complexity within the educational process helps students to master the essence of future professional activity, helps to reveal students' creative abilities, and forms the necessary professional qualities (Self et al.: 2019, pp.843-876).

RESULTS

Thus, the pedagogical conditions for the organization of effective art-project activity are: introducing students to creative atmosphere and expanding forms of applied activity, which has great importance for the development of students' artistic-design competence, as they comprehend new requirements for compositions, due to the properties materials used, the features of their artistic processing, the purpose of the future product; the inclusion in the educational process of invited practitioners, heads of large companies and internal structures of the university, designers working in various areas of their professional activity, who conduct seminars and masterclasses with students, which will allow them to better know the specifics of their future profession; the introduction of the practice-oriented activity of students in the educational process, which will enhance their educational, cognitive and research work, as a result of which the preparation of students for future professional activities in the field of design will become more effective (Stevens et al.: 2019, pp.459-468).

The art-project activity of the designer lies in transforming the problem, originally reflected in verbal form, into a holistic plastic image. As a universal way of implementing a design plan in the design process, combining a scientific-technical approach with an artistic-figurative approach, we can call art designing.

According to scientists, designing is a creative activity that combines art, design, technology, economics, sociology, and which is aimed at creating the aesthetically perfect and high-quality serial unique samples.

According to A.G.Melnikov, designing is a creative, active and conscious process in which a student sees the immediate goal–the development of a design model and a common goal–master a chosen profession (Bartashevich & Melnikov: 1978, pp.158).

The essence of designing is to construct the desired states of the future. The designer develops a future model based on a conceptual understanding of the constructed object and a vision of the scientific, transformative, practical problems of activity. The project is usually aimed at achieving a socially or personally significant goal and is focused on the use in a particular place, time and available resources.

Designing, which is characterized by certain specifics, obey the general laws and methods of traditional types of design: architectural, construction, technological, engineering, etc. The technique of artistic design is based on the methods and techniques of creative activity that use heuristic thinking and searching for new ideas.

DISCUSSION

It was considered that historically the concept of "project" was firstly used in the 16th century by architects. The word "project" comes from the Latin "producer" (speaker). When construction of the Florence Cathedral of Santa Maria del Fiore was suspended in the XIV century and the architect Filippo Brunelleschi was commissioned to complete the construction, he drew a life-size plan of the dome on wet sand before starting work (Nurgazin: 2020). We can say that in this way, the architect created the design-project of the cathedral,

which presented various options for the geometry of the future building. It means that the first time in history, Brunelleschi rationalized architecture and divided planning and construction, that is, the project and its implementation.

An example of Brunelleschi allows us to comprehend the term "project" as a kind of concept that serves to organize activities. Moreover, based on the meaning of the word, it can be assumed that the design process consists of determining the goal and the starting point, from which, the designer can move forward to achieve the main goal.

According to the scientists, three stages of art-project activity of students studying in the field of design are distinguished and characterized: formative, developmental and creative, which coincide with the levels of educational and cognitive activity: reproducing, interpreting and creating.

At the formative stage, the process is laid the foundation of the student's professional education. At the developmental stage, the systematization of theoretical knowledge and practical skills of students takes place, the gaps in knowledge and skills that appeared at the first stage are filled. The creative stage is designed to embody and implement students' projects at a high professional level. Each transition of students to the next level, in our opinion, should be monitored by intermediate diagnostics and the implementation of control work.

Design skills are effective at the first and final stages, and construction skills are simultaneously used at the stage of technical execution of sketches, drawings, layouts. In addition, design, artistic and constructional skills have different mechanisms of mental activity. The design and artistic skills are based on lateral thinking, and construction skills are based on logical thinking. The term "lateral thinking" in the late 1960s suggested by Edward de Bono, who is considered one of the most respected world experts in the field of creativity, was very important. Lateral thinking (as a method of non-standard approach for solving problems) works with information differently, since it goes beyond the framework of a rational approach and is especially useful when solving complex problems or when searching for new creative ideas.

Student design skills are developed in the process of their art-project activity, the motivation for selfrealization (Karamova & Akhmetshina: 2018, pp.88-92) and the student's ability to create, together with the development of his individual inclinations and creative abilities, can ensure the effective development of the artistic-design competence of a future specialist in the field of design.

CONCLUSION

Thus, the art-project activity is carried out on the basis of the student's awareness of the content, requirements and functions of future professional activity in the field of design and is stimulated by the conditions created for successful teaching and the methods and forms of teaching used by the teacher.

The formation of design skills is carried out holistically (systemically) at all stages of art-project activity. However, the integrity of this process involves the separation of the dominant component at different stages of formation: at the initial stage, the motivational component appears, then the cognitive, finally, the self-realization component.

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Hyponymy as a Contrast Method in the Internet Game "Antiphrases"

Hiponimia como método de contraste en el juego de internet "Antifrases"

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RESUMEN

El estudio se basa en el juego de Internet, que utiliza acertijos de frases, creados por usuarios de Runet que juegan con unidades precedentes y reemplazan todas las palabras del prototipo por otras contrastantes. La relevancia del estudio está motivada por el interés de la lingüística moderna en el fenómeno de la unidad precedente. El objeto del estudio son las antifrases y sus prototipos precedentes, en los que los reemplazos de palabras contrastantes se realizan de acuerdo con el principio de aspecto-aspecto. El artículo concluye que la mayoría de las veces se hacen reemplazos contrastantes para grupos de co-hipónimos como somatismos, colorantes, nombres de familiares, zoónimos y nombres de alimentos.

Palabras clave: Antifrase, co-hipónimos, contraste, hiponimia, oposición.

ABSTRACT

The study is based on the Internet game, using antiphrases-puzzles that are created by Runet users playing with precedent units and replacing all the words of the prototype with contrasting ones. The relevance of the study is motivated by the interest of modern linguistics in the phenomenon of the precedent unit. The object of the study is antiphrases and their precedent prototypes, in which contrasting word replacements are made according to the aspect-aspect principle. The article concludes that most often contrastive replacements are made for such groups of co-hyponyms as somatisms, coloratives, names of relatives, zoonyms and names of food.

Keywords: Antiphrase, Co-hyponyms, Contrast, Hyponymy, Opposition.

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INTRODUCTION

The era of virtual reality has promoted the creation of a new communicative space, which attracts the attention of modern linguists by a number of interesting linguistic phenomena, reflecting the features of the linguistic consciousness of modern linguistic culture carriers. Among them is the “Antiphrases” Internet game, which is very popular on the Runet sites. The rules of this game are quite simple: “some participants in the game replace all components of precedent units with words that are opposing in meaning, while other participants guess the source phrases, or texts” (Bochina: 2011; Farmer: 2017): When I get off a short buson a sparrow day (When I get on a long train at nightingale night); Drink coconuts, swallow partridges, my first night is going away, the proletariat (Eat pineapples, chew grouse, your last day is coming, bourgeois); The black rain is pouring a little quieter, someone is right about something (The white snow is falling a little more audibly, no one is wrong about anything); Defeat has one mother, and victory sometimes has many relatives (Success has many fathers, and failure is always an orphan), etc.

We should note that “playing with words is a universal human activity... People delight in pulling words and reconstituting them in a novel guise, arranging them into clever patterns, finding hidden meanings inside them, and trying to use them according to specially invented rules in enormous diversity” (Bochina et al.: 2018; Qizi: 2020). Thus, the study of game transforms relevant due to the fact that precedent units, which are the prototypes of antiphrases, are closely connected with collective invariant notions and represent the background knowledge that ensures mutual understanding of the speech community members. A previous sour study shows, “in antiphrases, word replacements are not just a conscious distortion of the precedent units’ form in order to create a language game, but an expression of a new denotative or connotative meaning” (Crystal: 2006; Yaxing et al.: 2019).In modern linguistics, many researchers are interested in the study of precedent phenomena and archetypes in terms of their relevance to modern linguistic consciousness (Kulkova et al.: 2015; Saiwuleshi et al.: 2017).

Currently, our antiphrasis file cabinet contains 3048 puzzles with 810 transforms, in which contrast is created through the use of co-hyponyms.

In modern cognitive linguistics, one of the key concepts is categorization, which helps the human consciousness “to incorporate into certain rubrics the infinite variety of its sensations and the objective diversity of the forms of matter and its motion, that is, classifies them and subsumes them under such associations as classes, categories, groups, sets, and categories”(Kubryakova et al.: 1996; Hidayat: 2019). As a result of the lexical categorization, hyponymic connections represent an important type of paradigmatic relationships of lexical units, and their system organized according to the gender-aspect principle. As we know, “hyponymy is characterized by privative oppositions of units, included distribution, and joint subordinate concepts, it is based on the lexical-semantic subordination” (Novikov: 1982; Ozyumenku & Larina: 2018). At the same time, “denotations (extensionality) of words, connected by relations of incompatibility, do not intersect, despite the fact that their significate has a common part - the totality of attributes that make up the significance of their common hyperonym” (Kobozeva: 2000; Bochina & Yaxing: 2018). In this regard, the oppositions of co-hyponyms are characterized, on the one hand, by a non-standard, irregular nature of the opposition; on the other, by the ease of deciphering the contrasted words semantically related in the lexical paradigm.

METHODS

The purpose of this study is to identify the features, characterizing the implementation of the principle of contrasting words connected by hyponymic relationships.

To this end, a combination of the following methods was used in the course of our work: semantic-stylistic, descriptive-analytical, and the methods of component, contextual, cognitive, and linguocultural analyses.

RESULTS

The game is based on various precedent units, which are the main components of the national cognitive base - the complex of knowledge and ideas stored in the "mind" of each member of a lingua-cultural community (Krasnyh: 2002). According to the sources of origin, precedent prototypes are divided into the following groups: 1) paremiological units and otherwise sayings: Beasts with enemies is like grass with leaves (A man without friends is like a tree without roots); In your alien land, you are angry with a darling dove (In their alien land, you are glad about your darling crow); 2) the names of literary works and quotes from them: The limping kept coughing half of the winter (The hopping dragonfly kept singing all summer); 3) the names and texts of musical works: There died the old man's white cow (There lived the old woman's grey goat); A golden cube stands still in its place (A blue ball spins and rolls); 4) the names of the movies (performances, plays, etc.) and the words of the characters: I go here, I don't go there. Otherwise, the rain will cause my leg fall (Don't go there, go here. Otherwise the snow will continue your head fall); Only dorks and geniuses have compote in the evening! (Eitheraristocratsordegeneratesdrinkchampagneinthemorning), etc.

The analysis of our antiphrasis file cabinet shows that the opposition, implemented on the basis of hyponymic relations, in most cases is based on contrasting co-hyponyms. As linguists have repeatedly noted, co-hyponyms "belong to the potential sphere of antonymy" (Karaulov: 1976; Cai et al.: 2019): Gray eyebrows, I forget, and I resurrect, grey eyebrows (Black eyes, I remember, and I die, black eyes); A completed novel about a manual balalaika (An unfinished piece for a mechanical piano); After flying, planes rest under the compass (After mooring, ships set out on a voyage) etc.

We conducted a comparison of antiphrasis puzzles with the original prototypes and revealed the following groups of aspect-aspect oppositions (see Table 1).

Groups of words	Examples of opposites	Number of antiphrases
Somatisms	eyes – ears, legs – hands, nose – the tongue, etc.	136
Names of relatives	mother – father, son – daughter, husband-wife, etc.	90
Zoonyms	cow –bull-calf, wolf – hare, bird – fish, etc.	84
Names of food	bread – meat, pie – bread, butter – mayonnaise, porridge – soup, etc.	66
Coloratives	white – blue, black-grey, red – blue, etc.	64
Time units	year – month, century – instant, hour – minute, minute – second, etc.	57
Names of vehicles	Bus – train, plane – ship, train – boat, etc.	56
Phytonyms	rose – lily, fir tree – birch, etc.	46
Names of clothes	raincoat – coat, shirt – vest, raincoat – fur coat, etc.	39
Buildings, constructions	house – cottage, barn – hut, apartment – hotel, etc.	35
Literary genres	fairy tale – tragedy, prose – poetry, etc.	32
Astronomy	The sun – the moon, the earth – the moon, etc.	30
Names of musical instruments	guitar – violin, piano – piano, flute – pipe, etc.	14
Names of drinks	vodka – champagne, beer – milk, etc.	13
Names of metals	gold – silver, iron – gold, etc.	11
Names weapons	pistol – crossbow, tank – submarine, etc.	9

and military equipment		
Titles	king – vassal, lady – knight, etc.	9
Cash units	dollar – ruble, kopeck – ruble, etc.	6
Length units	meter – kilometre, centimetre – meter, etc.	5
Names of military men	hussar – infantryman, hussar – cuirassier, etc.	4
Printed publications	magazine – newspaper, book – calendar, etc.	4

Table 1. Rating of the frequency of species-specific oppositions

A quantitative analysis of the antiphrase corpus shows that when creating puzzles, the most frequently used contrasting replacements are words belonging to the following thematic groups: somatisms (16.7%): Vasya under the foot (Anna on the neck); Ears getting dry (Eyes getting wet); names of relatives (11.1%): Russian son (American daughter); Fathers of the KGB officers (Children of the spies); zoonyms (10.3%): Lamb the Straight-back (Little Horse the Humpback); The cute swan (The ugly duckling); names of food (8.1%): Meat is not anybody's leg (Bread is everybody's head); Certain fruit in another's place (Every vegetable in its season); coloratives (7.9%):Purple whiskers (Bluebeard); A green mountain ash (A redguelder-rose); time units (7.0%): For ten months the rooster crowed you to die (For two hundred years the cuckoosang me to live); A light stallion is nobody's sunny moment (A darkmareis someone's finest hour); names of vehicles (6.9%): A train-like rug (A plane-like carpet); A black plane (A white ship).

The most frequent ones are the following aspect-aspect oppositions: 1) father - mother (35 examples): Goodbye, father, I'm leaving alone (Hello, mother, not all of us have returned); Let father see, let father leave (Let mother hear, let mother come); 2) legs/feet– hands/arms (23 examples): If mothers are carried in our arms, the foreign land will rise (If fathers are trampled underfoot, the fatherland will die); You can untie a bow with two legs (You cannot tie a knot with one hand); 3) uncle - aunt (15 examples): Farewell, you are not my uncle (Hello, I am your aunt); Go away, Uncle Dog, to wake up your granny (Come, AuntyCat, to lull our baby); 4) eye - nose (12 examples): Yes, you'll be late to blow your nose (You won't have time to blink an eye); Five mothers cannot control a stepdaughter without a nose (Seven nannies cannot control a child with their eyes);A tit will tear off a tit's nose (A raven will not peck out a raven's eye); 5) eyes - ears (10 examples): Ears are braving up and legs are chilling out (Eyes are afraid to do things, and hands are doing them); He who forgets the new - gets that ear (He who recollects the old – gets his eye out); Decide where to find your ears (Not to know where to hide your eyes), etc.

DISCUSSION

It should be noted that among the co-hyponyms related to groups of names of relatives, titles, and zoonyms, many contrasting replacements are implemented within the framework of gender opposition. According to E.A. Kartushina, "in linguistics, the concept of gender is related to images, qualities, and characteristics of behaviour constructed in the language and fixed in the minds of its speakers, as well as a set of attributes used to describe men and women in a particular sociocultural community" (Kartushina: 2003). In antiphrases of this kind, gender-marked words reflect not only the biological sex contrast (male-female) but also stereotyped qualities: A ring to one brother (Earrings to all sisters); Who knows Aunt Masha? Aunt Masha is unknown to anyone (Who does not know Uncle Stepa? Uncle Stepa is familiar to everyone); Look into the stolen mare's eyes (Don't look into the gift stallion's mouth); There is a cow running smoothly (There is a bull calf swinging); The ladies of the four continents (The knights of the forty islands); The story of the living king and two wimps (The tale of the dead princess and the seven knights), etc.

In addition, the contrast of co-hyponyms in antiphrases can be implemented along with the line 'parents - children': The giant father left his son, but the giant said nothing (The baby son came up to his father, and the

baby asked); Insolence is your son-in-law who sometimes goes away (Conscience is your mother-in-law who is constantly with you); Tadpole the Homebody (Frog the Traveler); Count up your hens in the spring (Don't count your chickens before the fall), etc.

Our study of the antiphrasis corpus shows that, when creating puzzles, traditional and widespread co-hyponymic oppositions are often used in Russian linguistic culture (compare traditional premiums: One wolf chases a regiment of sheep; Bread and salt do not scold; You cannot argue with water and fire, etc.). The most common traditional pairs in antiphrasis are the following: a wolf - a sheep, a dog - a cat, bread - salt, a forest - a field, water - fire and some others: Loving sheep means not running in the field (Fearing wolves means not going to the forest); Not only because of a cat's death, but the cat can also be affectionate (Only because of a dog's life, the dog can be biting); Bad manners are the salt of flesh (Education is the bread of soul); Some from the field, some with hay (Some to the forest, some for firewood); Throw acorns into the water (pull chestnuts out of the fire); A bucket of honey in a mug of tar (A spoon of tar in a barrel of honey), etc.

A special group of co-homonyms for creating flip-flop puzzles is units of measure (cash units, units of length and time): ruble - dollar, meter - kilometre, day - month, etc. It should be noted that in antiphrases, contrast substitutions of measure units provide a quantitative relativity assessment, any unit may be "more" or "less" relative to another. According to linguist M. Nikitin, "the quantitative semantics of dimensionally-indicative words is relative, the exact measure of the attribute is not essential, it comes into play within the framework of a particular class and requires knowledge of approximate ratios in this class according to the amount of the attribute" (Nikitin: 1996): 1) cash units: On our land, fish is expensive, and the flying is a dollar (Overseas, a heifer costs a halfpenny(half a kopeck), but the ferry costs a ruble); Yes, take one penny (kopeck), but do not touch five enemies (Do not have 100 rubles, but have 100 friends); 2) units of length: Five centimetres underground (Three meters above the sky); 3) units of time: Quickly the years gallop towards us (Slowly the minutes float away), etc. A relative quantitative assessment was traditionally used in the Russian paremiological fund: a year- "something small": What is promised might take a year, and who is promised might take an age; a year -"something big": He beat his wife for a day, then he wept for a year.

CONCLUSION

Summing up all the above said, we have come to the following conclusions: anti phrase puzzles are created by transforming precedent units; as prototypes, different types of precedent units with a deep linguistic and cultural potential are used; encryption of the source text is based on the principle of contrast; a quantitative analysis of the antiphrasis corpus shows that when creating flip-flop puzzles, aspect-aspect oppositions are often used, they are realized in more than twenty thematic groups of words.

Thus, aspect-aspect relations, which are the most fundamental paradigmatic semantic relations, are actively used by the authors of antiphrasis puzzles. Anti-phrases created on the basis of aspect-aspect oppositions represent new material for the study of lexical connections in terms of linguoculturology; the identification of possible lexical oppositions in the structure of the hyponymic system allows one to find out which constants of Russian linguoculture remain relevant for the consciousness of modern language speakers.

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Apostolus Christinopolitanus from the 12th Century: Manuscript History and their Dialectal Features

Apostolus Christinopolitanus del siglo XII: historia del manuscrito y sus características dialécticas

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RESUMEN

El artículo presenta la investigación de una copia en ruso antiguo de Apostolos (El Apostolus Christinopolitanus del siglo XII, El Museo Histórico de Lviv de Ucrania). Este artículo describe la historia del manuscrito, los sistemas ortográficos, las características fonéticas. El estudio presenta un análisis de las características regionales del Apostolus Christinopolitanus, que confirman su origen Galicia-Volyn. A pesar de la tradición eclesiástica persistente, el manuscrito del libro contiene una gran cantidad de elementos del dialecto eslavo oriental. Los parámetros lingüísticos del códice se analizaron por primera vez. El Apostolus Christinopolitanus pudo haber sido la fuente principal del lenguaje literario ruso antiguo de los siglos XII-XIV.

Palabras clave: Apostolus Christinopolitanus, Cultura del libro ruso antiguo, Historia del manuscrito, Rasgos dialectales.

ABSTRACT

The article presents the research of an Old Russian copy of Apostolos (The Apostolus Christinopolitanus from the 12th century, The Lviv Historical Museum of Ukraine). This article describes the manuscript history, orthographic systems, phonetic features. The study presents an analysis of regional characteristics of The Apostolus Christinopolitanus, which confirm its Galicia-Volyn origin. Despite the lingering ecclesiastical tradition, the book manuscript contains a large number of Eastern Slavic dialect elements. The linguistic parameters of the codex were analyzed for the first time. The Apostolus Christinopolitanus may have been the primary source for the Old Russian literary language of the 12th-14th centuries.

Keywords: Apostolus Christinopolitanus, Dialectal features, Manuscript history, Old Russian book culture.

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INTRODUCTION

"Kazan collection of digital editions of Slavic-Russian written sources from the 12th-14th centuries" on the "Manuscript" portal was supplemented with a new publication. Presently, it has ten voluminous codices. The Apostolus Christinopolitanus was included in this database. Ach is the Galician-Volyn manuscript from the 12th century. The main part of the manuscript (291 pages) being stored in the Lviv Historical Museum of Ukraine, № 39. Part of the manuscript (8 pages) is stored in the Vernadsky National Library of Ukraine. Slavonic Apostolos research takes a significant place in the Slavic studies both in Russia and other countries (Moszyński: 2001; Rothe: 2001; Trunte: 2001; Tak: 2003; Khristova-Shomova: 2004; Kyrychenko: 2004; Bláhová: 2008; Cleminson: 2009; Molkov: 2016; Novak: 2017).

The Apostolus Christinopolitanus occupies an important place among the Old Russian manuscripts of the XII-XIV centuries. The value of the manuscript is a sequential reflection of the Cyril and Methodius edition of the translation. The manuscript is distinguished by an extensive system of diverse comments (catena and glosses). This article considers the history of the Apostolus Christinopolitanus and certain peculiarities of its linguistic (graphic, spelling, phonetic) features.

METHODS

Digital Humanities research is currently relevant, as can be seen from significant studies of ancient and medieval manuscripts using computer methods (Solovyev & Ivanov: 2014, 2016; Solovyev & Kibrik: 2015; Žolobov: 2016. The electronic edition of the Apostolus Christinopolitanus presents a machine-readable version. These machine-readable publications allow us to use modern digital technologies of the Slavonic Apostolos (various search modules, direct, converted, and quantitative indexes). The specialized font used in the online publication helps to accurately reproduce the spelling of manuscripts, including the use of homophone graphemes and superscripts.

RESULTS

General Characteristics of the Manuscript

The text of the Lviv part begins with the Acts of Apostles 13:20, ends with the First Epistle to Timothy 4: 8 (a fragment of the First Epistle to Timothy 5: 5–6: 2 is located on pages 7a–8b, and the preface and beginning of the Second Epistle of Paul to Timothy, 2 Tim. 1: 1–10, are located on pages 9a–10b). The Apostolus Christinopolitanus was written in one column with an uncial on parchment (29,2-29,6 x 23,5-24 cm). Only on pages 90a – 99 does the text appear in two columns, which contains indications of biblical quotes and facets to the epistles of the Apostle Paul. The main text was written by a single writer; marginal notes were written in four handwritings. The ornamentation of the manuscript is archaic. In the design of cinnabar initials, a Byzantine ornament of geometric style and floral motifs are used.

The Question of the Manuscript Date

The manuscript has indirect dating. In "Svodnyi Katalog"-1984 the manuscript is dated to the middle of the 13th century. G.A. Voskresensky points out that according to the handwriting and spelling peculiarities, the Apostolus Christinopolitanus is approaching the famous Galich four-gospel of 1144, and probably not older than it (Voskresenskiy: 1897). A.A. Turilov points to the close similarity of the calligraphic letter of the Galician Gospel of 1144 with the handwriting of the scribe Apostolus Christinopolitanus. This fact and the Galician-Volyn origin of both manuscripts allows A.A. Turilov suggests that the manuscript dates from the middle of the XII century (Turilov: 2005). S.Yu. Temchin believes that the manuscript was written after 1183. The composition of the Apostolus Christinopolitanus includes the preface and short retelling of the Acts and

Epistles of the authorship of the deacon Euphalia (written in 396 or 398). The translation and the liturgical markup of Church Slavonic texts were made by the monk Isaiah in 1183 (Temchin: 2011).

DISCUSSION

The Manuscripts History

A study of the history of the manuscript shows that the Kiev part of the manuscript quite early attracted the attention of researchers. Olexander Kolessa indicates that part of the manuscript in 8 parchment pages probably disappeared when the library of the Gorodissky Monastery was transferred to the Khristinopolsky Monastery around 1773. In the XIX century, this part of the manuscript fell into the hands of the Polish scientist August Belevsky (1806-1876) (Kolessa: 1923). According to "Svodnyi Katalog", Petrushevich bought this notebook from the scientist's widow no later than 1874.

In the years 1874-1875, Alexander Kochubinsky, during a business trip to Galicia, studied manuscripts in the library of Petrushevich. The report gives a brief description of the fifth notebook of the manuscript (the Kiev part), a number of spelling features are listed. Kochubinsky suggests that the manuscript is of South Russian origin, dates from the XII - XIII century (Kochubinsky: 1876). Additions to the report, the author first published the first two pages of the Acts and indicated the presence of dialect features in the manuscript (Kochubinsky: 1892).

A.A. Petrushevsky first mentions the Apostolus Christinopolitanus in an article about Christianity in the Pre-Carpathian countries in 1882. (Petrushevich: 1882). The passage was first identified with the Lviv part. In the Petrushevich's library the manuscript is stored until it was sent to Kiev between 1986 and 1901. In 1910, this passage was published by S.I. Maslov (Maslov: 1910).

The Lviv part of the manuscript was probably transferred to the library of the Khristinopolsky monastery around 1773. In 1888, it was exhibited at the Stavropol Institute and described. Purishkevich, and already in 1899 transferred to the ownership of the institute (Kałużniacki: 1896).

This part of the manuscript was published by professor of the Chernivtsi University E. Kaluzhnyatsky in 1896 (Kolessa: 1923). This publication caused a wide resonance, in particular, contemporaries noted the omission of the preface and table of contents, the absence of margin entries, the filling in of gaps with other lists, the erroneous transmission of the spelling of the manuscript, which was noted in the reviews of G.A. Voskresensky and E.F. Karsky (Karsky: 1897; Voskresensky: 1897).

During the First World War, the manuscript was exported to Rostov-on-Don, and in 1928 it was returned to the Stavropigi Institute. During the Second World War, it was kept by the professor of Lviv University, I. S. Sventsitsky, who in 1948 handed it over to the Lviv Historical Museum.

In 2007-2008, a series of events aimed at rescuing and preserving this unique manuscript was held. The restoration of the monument was carried out at the expense of the Grant of the U.S. Embassy in Ukraine, presented to the Lviv Historical Museum.

Dialectal Features

In the monuments of the 11th – 12th centuries, the choice of one of the doublet graphemes Ѧ/А, У/Ю in the position after hissing and Ц is not related to the distribution of hardness and softness of consonants, but is part of the spelling strategy (Zubova: 1975).

In manuscripts from the 11th century, scholars have noted the predominance of spellings of the – ЧЮ - ЧА type, which is probably spelling Russianism. The combination of hissing and Ц with У may indicate the influence of the ancient Bulgarian antigraphs. The spelling ЦѦ with the expected ЦА appears later in the Novgorod, Dvinsk and Galician-Volyn letters of the XIV – XV centuries. Such spellings are associated with the secondary softening of consonants and are used to convey their special softness (Kolesov: 2005). From Table 1 we see that in the Apostolus Christinopolitanus after the hissing and Ц the letter А, Ю is used.

	<a>				<u>		
	total	**a**	**я (iotated a)**	**ѧ**	**total**	**у**	**ю**
ц	199	194 97,5%	2 1%	3 1,5%	51	–	51 100%
ч	386	384 99,5%	2 0,5%	–	45	–	45 100%
ж	272	269 99%	–	3 1%	68	–	68 100%
ш	835	834 99,9%	1 0,1%	–	117	2 2%	115 98%
щ	437	436 99,8%	–	1 0,2%%	168	–	151 100%

Table 1

A striking feature of the Apostolus Christinopolitanus is the absence of Old Slavonic reflexes * dj> жд. In all cases, the East Slavic reflex Ж is presented in the manuscript, while even in Old Russian manuscripts of the 12th – 13th centuries and even later, along with East Slavic, the Old Slavic reflex is often preserved.

The manuscript regularly reflects the East Slavic reflex of palatalization * zg> * ž'dž '. It should be noted that only in the Galician-Volyn manuscripts did this reflex find an exact spelling expression in the use of the letter combination ЖЧ. In the manuscript, this reflex is reflected most consistently: дъжчь 4a, 39a; рожчья 39a; ижчивете 49a-49b; ражчьгъшасѧ 102b; въжчизаѥть 150a; въжчелѣющемъ 187b; ражчьныя 221b and under.

Form стеречи 29b contains two East Slavic reflexes - the first pleophony and East Slavic palatalization of the combination * gt. See also examples of the first pleophony, despite the fact that the spelling "молоко" is not noted nonpleophonic version: не жерети има 4a; волокоша вънъ из града4a; молока вы напоихъ 141a; бысте трѣбующе молока 264b; причащаясѧ молоцѣ 264b; Шумерети 182b. Sobolevsky (Sobolevsky: 2004) gives the form "челонъ" with reference to the Apostolus Christinopolitanus . Unfortunately, the publication does not indicate the page where the form with lack of full vocalism is encountered. In the manuscript, this rare plenophonic form is noted in the dative plural: до раздѣлѥния души д[у]ха челономъ же и мозгомъ 263a.

As a rule, lack of full vocalism is presented in the Apostolus Christinopolitanus, however, some Russified forms may occur. Under the influence of the East Slavic pleophony, the Old Slavic nonpleophonic combinations -рѣ- are replaced by -ре-: ѿ среды ихъ 28a; бремѧ 37a; чревъмъ болѧщу 39b; чресъ 129a; чресла 221b. The following example of adaptation of Old Slavonic disagreement is unique: шломъ упованія сп[а]сению 249a. This adaptation of the lexeme шлѣмъ occurs under the influence of plenophonic шеломъ. On the whole, the Old Slavonic disagreement can be recognized as well mastered during this period and not requiring replacement.

Morphological Russisms are widely reflected. With a few exceptions, the verb forms 3 persons in -ть are used, including in imperfect: облобызахути 22a; влѣчахуть ѥго 24b; бѧхуть же 28a et al.

Among the morphological Russisms, the instrumental singular o-bases of the hard and soft variety stand out. These forms are marked exclusively with the endings -ъмь, -ьмь instead of the Old Slavonic -омь and -

емь: прѣдъ лицьмь 32b, мечьмь 89а, судищьмь 129b, окънцьмь 192а; народъмъ 17а, великъмь гласъмь 35 b, дѣлъмь 42а, ѥстьствъмь 98b.

Forms are used in -ѣ instead of Old Slavonic -ѧ in the genitive singular and nominative plural and accusative plural soft declension: до пѧтьдесѧтьницѣ 169b; по три м[ся]цѣ 17а; ѿ чашѣ пиѥть 158b and under.

Eastern Slavic forms of pronouns are widespread: тобѣ, собѣ are used instead of the Old Slavonic тебѣ, себѣ, while in later manuscripts, a less clear picture is presented. Compare: собѣ 21а; о собѣ 22b; к собѣ 27а; к тобѣ 30а; въ собѣ 45а and many others other

The spelling of ga, ky, khy is normative for the Apostolus Christinopolitanus: нѣкыи 3а, книгы 8а, хытрости 15b. This fact is especially significant when you consider that in the Galician-Volyn dialect already in the second half of the XII century there are combinations [ки], [ги], [хи].

CONCLUSION

The online edition of the Apostolus Christinopolitanus is a machine-readable version, so the manuscript can be studied using new technologies. Specialized modules can significantly speed up the process of selecting the necessary forms for subsequent analysis, and provide (including visualize) accurate quantitative data on the occurrence of specific language units (graphemes, morphemes, lexemes, etc.) in handwritten texts.

The phonetic system of the manuscript is characterized by a strict differentiation of norms. The manuscript fully reflects the permanent process of Russification of the book style, including various manifestations of the Old Russian language Uzus, including the regional, Volyn, type.

The language of the Apostolus Christinopolitanus, in general, has a book-like sub-dialect character. The consistent preservation of Old Slavonic spelling with the introduction of new East Slavic book forms allows us to talk about the special role of this manuscript in the formation of the book norms of the Old Russian language. The publication of such texts can provide an insight into the evolution of the Old Russian language in the XII – XIV centuries.

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Artículos

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Tajik Language and its Influence on Western European Languages

Idioma tayiko y su influencia en las lenguas europeas occidentales

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RESUMEN

Basado en fuentes lingüísticas confiables, este artículo estudia unidades léxicas del idioma tayiko prestadas por las lenguas de Europa occidental en diferentes períodos de desarrollo. Los lexemas indican que el idioma tayiko tuvo contactos cercanos con las lenguas de Europa occidental en diferentes etapas de su desarrollo. Una de las fuentes importantes de influencia del tayiko debe considerarse el monumento sobresaliente de la literatura mundial "Shahnameh" por Abulkasim Firdousi (siglo X). Sobre esta base, el estudio del vocabulario y la terminología de "Shahnameh" es relevante no solo para la lingüística tayiko sino también para la indoeuropea, incluidas las lenguas de Europa occidental.

Palabras clave: Idioma tayiko, Etimología, lenguas de Europa occidental, préstamos, Shahname.

ABSTRACT

Based on reliable linguistic sources, this article studies lexical units of the Tajik language borrowed by Western European languages at different periods of development. Lexemes indicate that the Tajik language had close contacts with Western European languages at different stages of its development. One of the important sources of influence of the Tajik language should be considered the outstanding monument of world literature "Shahnameh" by Abulkasim Firdousi (Xth century). On this basis, the study of vocabulary and terminology of "Shahnameh" is relevant not only for Tajik linguistics but also for Indo-European ones, including Western European languages.

Keywords: Borrowings, etymology, Shahname, tajik language, western European languages.

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INTRODUCTION

The study of lexical, semantic, linguistic and cultural matches in the linguistic corpus of the Eurasian area makes it possible to identify many linguistic phenomena associated with different periods of the development of the Tajik (Persian) language and its impact on related and neighbouring languages (Dodikhudoeva: 2014; Ashrapov: 2015). The topic chosen in the research is of great scientific value in the study of historical vocabulary, the establishment of the etymology of lexemes, description of the formation and development of the lexical system of the languages of the Indo-European family and other related languages (Weryho: 1983; Mirzoeva: 2018)

The article researches semantics and structure of some lexical units of the Tajik language, which were borrowed by Western European languages (Mennecier et al.: 2018). The linguistic facts indicate that many lexical units, which were in use in the poetry of Rudaki and Firdousi, still exist and function in the West European languages in one form or another (Nafisi et al.: 2019). Some lexical units, which were popular in the 10th century, made a historical excursion in a huge language space and returned to the Tajik language with new semantic nuances (Perry: 1996; Atkin: 2018; Akhmedova et al.: 2019)

A lot of linguists deal with the analysis of borrowings in different languages. Some scholars of Kazan Federal University are among them. Thus Так G.Ismagilova and E.Martynova have studied Russian borrowings in the novels of Tatar writer G. Iskhaki (Ismagilova & Martynova: 2019). G. Nabiullina, A. Yusupova researched Chinese loanwords in the speech of the Tatar diaspora in China (Nabiullina & Yusupova: 2014). A. Ashrapova and A. Alendeeva discuss English and German borrowings in Russian in the field of economics (Ashrapova & Alendeeva: 2014). A. Fattakhova and N. Mingazova analyze Arabic loanwords in Tatar and Swahili (Fattakhova & Mingazova: 2015). Thus, the Tajik language has also become the source of borrowings to other languages.

METHODS

While writing this article, the following methods are used: method of comparative analysis of linguistic facts, methods of synchronic and diachronic analyses, method of semantic interpretation of lexical units and method of comparative analysis.

RESULTS

In the lexical corpus of the Tajik language, there are a large number of linguistic units and concepts that indicate the long-standing traditions and relationships of Tajiks and other Eurasian peoples. For more than two thousand years, there have been close relations between the Tajik and European peoples in many areas of public life. They mostly concerned history, science, culture; as a result, linguistic and cultural relations developed, which were fixed during the period of the Greco-Bactrian-Sogdian, Sassanian, then Samanid and subsequent dynasties of relations. During this time, the Tajik language and the languages of this region exchanged many lexical units.

We were prompted to write this article by the chess term рокировка', which in encyclopedic dictionaries is considered to be derived from the French 'rogue' – coming from 'roc' (French 'roc' is the ancient name for a chess rook). The name of the rook as a chess piece in French is also fixed in the form of 'tour'.

Where has the term 'roquer' come from into French? What does the name of a chess piece 'roc' mean? To look for answers to these questions, we turned our attention to some terms in the work of Tajik-Persian literature of the 10th century “Shahnameh” by Abulkasim Firdousi (934-1020). According to our observations in this work, along with other unique and rare words, the word 'ruh' is used, which is close to the pronunciation of 'roc' and has the same meaning.

First, a few words about “Shahnameh” (Firdavs: 1966).

The great representative of Tajik people Abulkasim Firdousi created his world-class masterpiece “Shahnameh” under conditions when official correspondence was conducted mainly in Arabic, which at that period was dominating in science. This work, which was created in such a volume and with such deep content in the Tajik language or Farsi Dari, fundamentally changed the linguistic situation of that historical era.

The merit of the great Firdousi lies in the fact that he managed to bring to his heirs after many centuries the purest wealth, masterpiece, that is accessible to speakers of Tajik, Persian and Dari languages, regardless of their age and level of education. The language of “Shahnameh” so far, even after one thousand years, is considered to be an example of the Tajik literary language.

With the help of “Shahnameh,” Firdousi saved for us a huge layer of spiritual and cultural value, which is the property not only of Iranian-speaking peoples but also of the educated part of the world community.

DISCUSSION

Observation and study of the linguistic system of "Shahnameh" make it possible to trace over dozens of centuries the process of formation and structural-semantic dynamics of many terms and lexical units of the Tajik (Persian) language. As a striking example of this phenomenon, a historical excursion of the mentioned above French term ‘roc’ should be recognized. However, in the English language, this word exists in the form of ‘rook’, whose synonym is ‘castle’ with the meanings 1) castle; palace 2) shelter, stronghold; 3) rook (a chess piece). In German, this word appears in the form of ‘Roche’ (its synonym is ‘turm’: 1) tower ... 6) rook (a chess piece) (Styblo: 2007).

The lexeme ‘رخ’ (rokh) in Tajik, as well as in the language of "Shahnameh" expresses several meanings: 1) face; 2) cheek; 3) party; 4) rook (a chess piece) (Dehudo: 2006). It is in the last meaning that this word penetrated into such European languages as French, English and German.

The word ‘رخ’ (rokh) is explained differently in lexicographic sources, but mainly it is interpreted as "the name of a huge (fabulous) bird that can hunt hippopotamuses and elephants" (Dehudo: 2006; Zeng: 2019). It is most likely that the chess piece of the rook was named by analogy with this feature of the bird, which at the beginning of its chess "career" dominated the chessboard and was more powerful than the queen figure. This feature of the rook is also spoken of in the “Shahnameh” of Firdousi:

Narafti kase peši rokh kinaxāh Hametāxti ū hama razmgāh (Firdavs: 1966)

(No one dared to fight the rook. For it reigned supreme on the battlefield).

It is interesting to note that some lexicographical sources interpret ‘rokh’ as a two-humped camel with a huge fang having mercy on no living creature. This fact is interesting for us because further, we will come back to the camel ‘uštur’ as a chess piece.

In “Shahnameh”, the ‘pyx رخ rokh’ in the meaning of ‘rook’ as the chess piece is found in 5 episodes (Fritz: 1965), which describe the rules of playing chess and the order of the chess pieces moves. These poetic lines emphasize that the opposing rooks are located against each other (Firdavs: 1966), next to the horses (Firdavs: 1966), they close distribution of figures on both sides (Firdavs: 1966), move around the whole board and pose a threat to everyone opponent's pieces (Firdavs: 1966).

It should be noted that the term ‘shāhmāt’ itself (chess) also has Tajik (Persian) origin (from ‘shāh’ + ‘māt’ (shah + mat) which means that ‘the king is defeated, it is dead) and is borrowed in various forms by the above-mentioned languages: in French, it is ‘échecs’ (échec et mat!), in English, it has the form of ‘checkmate’ and ‘chess’, in German, there are two words ‘Schach’ and ‘Schachspiel’ (Styblo: 2007).

The research of the text “Shahnameh” and its vocabulary shows that, in addition to the game on a 64-cell board, information is provided about the chess game on a hundred-cell board. In this game, only two figures are involved, which were called by ‘uštur/ šutur / camels. They occupy a position between elephants and horses. Accordingly, ten pawns from each side participate in the game on a 100-cell board:

Bar ān taxt sad xāna karda nigār   Xirāmidani laškaro shahriyār' (Firdavs: 1966).
(One hundred cells are drawn on this board for the king and his troops to move).
Du uštur bari pil karda ba poy   Nišānda bar ešān du pākizarāy (Firdavs: 1966)
(Two camels are next to elephants. Noble horsemen ride them).

Another term meaning military uniform is associated with the name of the animal. This word is 'палангин' in the meaning of "garment, military uniform from tiger skin", which is formed on the basis of the zoonym 'паланг' ("tiger") with a suffix of collective meaning '-in'. The word 'паланг' in the "Shahnameh" also appears in the meaning of "clothing and ammunition for battle". In this meaning 'паланг' and its variant 'palangin' are quite common linguistic means for expressing clothes/uniforms or combat equipment:

Сари тахту бахташ баромад зи кӯҳ,   Палангина пӯшид худ бо гурӯҳ (Firdavs: 1964).
"His (Kayumars') happiness and throne are connected with the mountain, and he and his team put on a tiger uniform (skin)".

According to our observations based on the examples from "Shahnameh" and logical judgments, it can be claimed that the 'palangan', known in the "Shahnameh" as the name of the clothing.

It is probable that 'палангин'in the form of "palanganas" is borrowed to Spanish and chosen as a nickname for the Andalusian football team 'Seville' wearing a uniform in red and white stripes, which is very similar to the patterns of tiger skin. "Years passed; a red stripe appeared on their T-shirts. And the team began being called "Palanganas". It is a strange nickname, which can be translated as "washbasin, bathtub". At that time basins for bathing of cats, children, dogs were popular among people. They were white with a stripe as on T-shirts of 'Seville' (Gorin: 2010). If the author of the article had known the Tajik (Persian) language and that 'паланг' meant 'tiger, leopard, leopard, panther', and 'палангина' meant 'tiger skin clothing', the patterns of which are similar to the shape of "Seville", then, of course, he would not have dwelled on this illogical and superficial etymology that does not correspond to the status of such a world-famous team.

Many people think the lexical unit 'сандал', that is 'sandal' (shoes consisting of a wooden or leather sole without heels, tied with straps to the foot) to be borrowed to Tajik in the new period of the development of the language from Western European languages (Greek 'sandalia', Latin 'sandalium', French 'sandale', English 'sandal') through the Russian language.

English Dictionary interprets 'sandal' as "1) a light shoe consisting of a sole held on the foot by thongs, straps, etc. 2) a strap passing over the instep or around the ankle to keep a low shoe on foot" (Styblo: 2007). The period of the appearance of this word in English is considered to be the 14th century, and it is supposed to come from Latin 'sandalium', Greek 'sandalion'.

At the same time, the facts indicate that 'сандал' in the meaning of "sandals" in the Tajik language was used even earlier. It can be found precisely in this meaning in the works of Unsuri. This fact speaks of more ancient history of this lexical unit:

Гирифтам, ки ҷое расидӣ зи мол   Ки заррин кунӣ сандалу чочла (Dar Partavi Khurshed: 2011).
(I think you have become so rich that you wear sandals and gold shoes).
Here 'сандал' is used together with the name of another shoe, 'чочла' by name, which is also characterized as "leather shoes without a heel" (a kind of sandals).

In the work of Nosir Khosrov the following couplet is found:
Туро ҷавониву ҷалдӣ гилему сандал буд, Кунунат сӯхт гилему дарида шуд сандал.
(Dehudo: 2006). (Your youth passed in sandals and a cloak, Now the cloak is faded, and your shoes are torn).

This fact can be explained in the following way: the word ‘сандал as a kind of shoes (sandals) was used in the Tajik language in the 10th century. Therefore, it is probable that it was not borrowed. This shoe was called so because it was made of wood and bark of the tree of the same name, because, it is ‘light (‘unsinkable’), deodorizing” and did not wear out for a long time.

CONCLUSION

Active historical, trade-political and socio-cultural relations became the basis for the fact that over a long historical period a considerable number of realities and concepts of the Tajik linguistic and cultural environment began to penetrate into languages of the Eurasian space. It should be emphasized that this process began during the period of Greco-Bactrian-Sogdian relations (Sogdian translators). It was diversified in the Sassanid era (Greco-Roman-Sassanian cultural relationships), intensified during the Samanids and Gesnaids in the heyday of the Tajik classical Dari language in IX-X centuries This is evidenced by many linguistic facts observed in the Tajik language, primarily in the greatest work of Tajik literature of the 10th century “The Shahnameh” by Abulkasim Firdousi.

These and many other examples indicate that the study of the vocabulary and terminology of “Shahnameh” by Abulkasim Firdousi (10th century) is relevant not only for Tajik linguistics but also for other languages, which are somehow crossed with Tajik (Persian) in different historical periods. The study of “Shahnameh” as the work, which is most fully preserved to this day, allows us to determine the etymology of the whole layer of lexical morphemes borrowed from the Tajik language into Western European languages.

The study of the semantic phenomena of the Tajik language of the classical period can contribute to the solution of many linguistic problems of modern Tajik lexicology.

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Artículos

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Paired Combinations in Kazakh Language and it´s Ways of Translation into Russian

Combinaciones emparejadas en lengua kazakh y su forma de traducción al ruso

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RESUMEN

Este artículo está dedicado al estudio de la categoría léxica de los pares de palabras representadas por la adición copulativa que contienen el significado nacional-cultural específico. El propósito de este artículo es definir conceptos tales como combinaciones pareadas, adiciones copulativas, expresiones compuestas pareadas, binomios, fórmulas de sintagma, reduplicaciones, unidades fraseológicas tautológicas, combinaciones paratácticas. Los principales resultados del estudio permiten descubrir cómo se realizan las tareas típicas de la traducción literaria de la categoría considerada de palabras en pares, para recrear los antecedentes nacionales y culturales específicos de la metafísica del idioma kazajo.

Palabras clave: Adiciones copulativas, binomios, categoría de emparejamiento, combinaciones de palabras en pares, combinaciones paratácticas.

ABSTRACT

This article is dedicated to the study of the lexical category of the pairs of words represented by the copulative addition containing the specific national-cultural meaning. The purpose of this article is to define such concepts as paired combinations, copulative additions, paired-compound utterances, binomials, syntagma formula, reduplications, tautological phraseological units, paratactic combinations. The main results of the study make it possible to find out how the typical tasks of the literary translation of the considered category of pair words are realized to recreate the specific national and cultural background of the Kazakh language metaphysics.

Keywords: Binomials, category of pairing, copulative additions, hendiadys, literary translation.

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INTRODUCTION

The analysis of translingual lexical correspondences/inconsistencies is carried out in the comparative and relative aspect of linguistic research in order to study the questions of what language realities convey in translation, how they can differ from the words of the original and how they form a thought corresponding to the thought of the original phrase. In other words, we are talking about a comparative analysis of the semantic, stylistic and functional characteristics of words and expressions being compared, since any thought, any emotions conveyed in the text are constructed and created from words and their equivalent lexical units.

The choice of a translation method for the exact transfer of the meaning of a culturally-oriented lexical unit to a reproducing text from the point of view of pragmatics is one of the main and most difficult tasks of translation. The difficulty of this task is due to the complex nature of the word itself, its versatility and semantic worth. The same problems are particular qualities of the translation from Kazakh into the Russian language.

The language realia as lexical units in the Kazakh and Russian languages do not coincide due to the difference in the cultural reality of the languages in question, and it often happens that a whole combination of words in Kazakh corresponds to a single word in Russian, and vice versa.

In the languages, we compare (Kazakh and Russian), related to similar language systems in the degree of functionality and different in relation to linguistic groups, pair combinations of words are of particular interest in terms of revealing the processes and patterns, systematizing specific phenomena and processes of national identity in the aforementioned languages.

METHODS

The main features of the translation of Kazakh copulative works were based on the material of works by the Kazakh short story writer Dukenbai Doszhan "Arystandy-Qarabastyń jeli" ("The wind like lion's mane"), "Qoıshy men Qarlyǵash" ("Shepherd and Swallow") are discussed in this article.

The study was carried out in line with translation studies. We had used the comparative method of analysis as the main method in our work based on the set goal. The translated texts had been compared with their original samples to identify the methods of transmission of copulative additions.

Also, the method of continuous sampling of the material was used to highlight paired combinations in original texts, a contextual method to determine the features of the functioning of the studied units in Kazakh texts and Russian translations.

The analytical method was used to study scientific concepts in modern domestic (Retzker: 1974; Vereshchagin & Kostomarov: 2005; Koyshe: 2013; Mirzoyeva: 2013; Zhussupov et al.: 2014; Akhunzhanova et al.: 2016; Gelinya et al.: 2018; Yerbulatova et al.: 2017, 2019) and foreign works (Toury: 1978; Venuti: 1995).

RESULTS

Paired combinations in linguistics are called closed compounds of word forms, which are based on the principle of "two in one" (Plotnikova: 2012; Gilmullin & Gataullin: 2017; Yergesh et al.: 2019). Compare, for example, in the Kazakh language – tuqym-tuıaǵy 'offspring', qoıshy-qolań 'collective noun. Shepherds; shepherd shepherds serving the households of the rich', jyn-peri, jyn -shaıtan/saıtan 'collective noun genies; all evil spirits'; in Russian – jars, advice and love, mushrooms, berries, etc.

Despite the archaic nature of the phenomenon of pairs' correlation in the language and the tradition of studying paired combinations, their status does not have a homogenous meaning in linguistic literature due to the heterogeneity of the types of such combinations themselves. One of the first descriptions of such units ("pleonasms") was proposed by A.A.Potebnya. The linguist, on the basis of his studies of the language of

folklore and folk speech, examined such words as forms of vernacular poetics and saw in them the implementation of the grammatical category of paired words/word combinations.

As a definition of paired combinations, terms such as copulative additions, paired-compound utterances, binomials, syntagma formulae, reduplications, tautological phraseological units, paratactic combinations, hendiadys, etc. are used (Plotnikova: 2012; Tukeyev et al.: 2019). It should be noted that the pairing of lexical units is considered among the inherent phenomena in many languages, and it has notable linguistic significance.

In the Kazakh language there are four types of copulative additions which prevail, and they are most often formed analytically: a) fused and consolidated additions; b) combined inclusions; c) paired ones; d) and compound words too. A great number of disputes is caused by paired/paired-repeated words, which have their own specific features: 1) consists of two words and having a common meaning - kórpe-tósek ‘collect. bed; bedding'; 2) repetition of one word (the meaning of multiplicity) – qora-qora ‘collect. A lot of; in several pens (sheep) ’; 3) consists of two words and meaningful neglect, where the second part of the word is not used independently – jylqy-mylqy ‘horses and other cattle’; in Russian (lexical reduplication) – dances-shmantsy, etc .; 4) the repetition of two words, each of which separately does not have a meaning – apyl-ǵupyl ‘in a hurry; hastily ’; 5) words with the addition of amplifying words – qap-qara ‘very black’; 6) duplication of imitative words – syrt-syrt ‘imitation of a repeated knock’; comparable to the Russian – tuk-tuk.

DISCUSSION

In the Kazakh language, due to its agglutinative nature, copulative additions make up the predominant group of the lexical layer, and it is a determinative feature of the translation of complex Kazakh word combinations. Composite Kazakh combinations of words often serve as national and cultural realia, and therefore their transmission in a literary text presents certain difficulties for translators and interpreters alike.

Le i’s compare, for example, in the text of D. Doszhan: “... araq-sharap dastarhanǵa kórik beretin tátti-qutty, kókónis degen atymen joq. “How to decorate the dastarkhan if there is no araka-sharapa or sweets-spices at home?” (Doszhanov: 1985; Doszhan: 2008). According to the “Luǵat”, an electronic Kazakh-Russian dictionary, the combination tátti-qutty – a synonym for tátti-dámdi is translated as ‘delicacy, delicious food’; arak-sharap – ‘Arabic collective drink’.

The copulative addition of arak-sharap was transmitted using the transliteration method using the sub-page footnote: arak – vodka; sharap – wine, which is literally indicated correctly. The combination of tátti-qutty in the literal translation means sweet-happy. However, the translator had successfully replaced it with the Russian complex noun of sweets, spices, thereby preserving the composite-forming coloring of reality, which gives a special flavor to the whole text in this particular example.

Consider the following context where the combination jıyn-toı translates as a party: “Shynyn aıtsa, ol kezde jıyn-toıda kóbine áńgime aıtyp, dombyra shertip ótkizetin, qazirgideı bassalyp araq ishý bolmaıtyn. – In those early days of youth, at parties we were fond of games, we sang a lot, we played on the dombra, told various stories” (Doszhanov: 1985; Doszhan: 2008). The meaning of the pair combination is indicated in the “Luǵat” dictionary: jıyn-toı – ‘great feast, crowded fun’, while the party translates as ‘saýyq keshi’ or ‘shaǵyn jıyn-toı’.

In the context of “Úı-ishi, bala-shaǵa saýshylyq pa? - How is the wife? How are the children? Is everyone healthy?” (Doszhanov: 1971, 1982; Doszhan: 2002). According to the “Luǵat” dictionary – úı-ishi ‘house, home’, bala-shaǵa ‘1) children; children; 2) households, a family’. This example demonstrates how the translator used replacements of paired Kazakh realia with the situational ones, approximate in meaning lexical units of the Russian language. Perhaps the translator did not take into account the peculiarity of polite treatment in Kazakh, because it is not customary for the ethnic Kazakh community to be interested in the

affairs of their wife and children separately, because the combinations like úı-ishi, bala-shaǵa already involveall the members of household.

CONCLUSION

Let us summarize the results. The studied paired word combinations are very important elements in the creating the rhythm of fiction. This should be never forgotten, since the rhythm of prose often determines the characteristics of the individual style of any writer, in this case, Dukenbai Doszhan.

Some models of lexical repetitions at the level of word combinations are characteristic of all languages, without exception, but for the most part, languages with respect to paired combinations are significantly different, and paired combinations of words demonstrate the specificity of a particular language even in comparison with its related languages.

The copulative additions in the Kazakh language have a complex of attributes (at the level of linguistic content, value, significance, etc.). The similar nature of complex combinations of words in the Kazakh language is primarily associated with the easiness and simplicity of their formation in the process of speech, while the collocations express a variety of semantic relationships themselves. But the nature of these relations is not formally expressed: in some cases, it is clear from the semantics of the elements of a complex noun, namely the components, in other cases the context is required to identify the correct semantics of a paired word combination.

Summing up the review of the most interesting and authoritative studies devoted to the problem of the origin of paired combinations in the Kazakh language and their translation into Russian, it should be noted that the frequency combinations in the Kazakh language of paired combinations of words are mainly formed from models borrowed from neighboring languages. But all of them have long taken root in the Kazakh language, most of them are very productive and provide interesting material for further studies of a more private nature.

Having considered examples of trademark copulative additions in the works of Dukenbai Doszhan, we can conclude that some paired categories of words were not transferred in the translation. It was also determined that in literary translations into Russian, translators use the functional replacement method and literal translation, in rare cases they try to convey the novelty of the original vocabulary. It is worth mentioning that many of the translated words do not contain that particular expression inherent in the original work.

Thus, the internal content of lexical units with a national-cultural component of meaning represented by copulative additions reflects not only the traditions, customs, and everyday life of the people, but also the features of national thinking. Often a complex combination of words, which is the realia of the national life of the Kazakhs, is not always amenable to adequate translation in literary texts.

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Artículos

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Paremia about the Earth in the Russian Language: Linguocultural Research

Paremia sobre la tierra en la lengua rusa: investigación linguocultural

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RESUMEN

El artículo está dedicado al estudio de las paremias como fragmentos de la imagen lingüística del mundo. Los géneros de paremias más utilizados en ruso se consideran en detalle: proverbios y dichos que representan información sobre la historia del pueblo ruso, su forma de vida, costumbres, tradiciones, sistema de valores y pautas morales establecidos y generalmente aceptados. Se realiza un análisis lexicográfico detallado del lexema “tierra”. Se analiza la estructura de los proverbios y dichos sobre la tierra. Se concluye que los proverbios y dichos se basan en el principio del paralelismo sintáctico.

Palabras clave: Dichos, linguoculturología, paremia, proverbio, tierra.

ABSTRACT

The article is devoted to the study of paremias as fragments of the linguistic picture of the world. The most widely used genres of paremias in russian are considered in detail - proverbs and sayings representing information about the history of the russian people, their way of life, customs, traditions, established and generally accepted system of values and moral guidelines. A detailed lexicographic analysis of the lexeme “earth” is carried out. The structure of proverbs and sayings about the land is analyzed. It is concluded that proverbs and sayings are built on the principle of syntactic parallelism.

Keywords: Earth, linguoculturology, paremia, proverb, saying.

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INTRODUCTION

The modern anthropological approach in linguistics involves the study of language as a phenomenon of human consciousness and thinking, as well as a product of the human activity, which is studied directly in close connection with other areas of human life. One of the sciences that arose with such a scientific approach at the end of the 20th century was linguoculturology. Active elaboration of terminological apparatus, methodologies, and also subject and obsolescence in the framework of linguistic-cultural-morphological occupation occupied by N.F. Alefirenko, V.I. Karasik, V.A. Maslova, V.N. Telia, G.V. Tokarev and others (Telia: 1996; Maslova: 2007; Erofeeva & Safonova: 2016; Faizullina & Fattahova: 2016; Rakhimova et al.: 2017).

Taking into account the “shades” in the interpretation of the concept, it is fair to say that almost all researchers agree that the subject of linguocultural studies is the interaction of language and culture, as well as language units and discourses that have culturally significant content, in other words, it is worth paying attention to all the realities that make up the so-called linguistic picture of the world that distinguishes one nation from another.

A holistic linguistic picture of the world is made up of different fragments that reflect the cultural characteristics of all spheres of society. Of particular interest in this regard is the paremiological fragment, which was formed in the preliterate era and accumulated in itself all the “special” ethnocultural knowledge of our ancestors.

Paremia is the basic concept of paremiology as a branch of linguistic science.

> In the structural-grammatical terms, paremias are sentences with a complete thought, judgment. Paremias are signs of various life situations or relations between things, and not separate concepts, at the same time, they also model a variety of typical situations. Paremias – two-aspect units, turned, on the one hand, to the language; on the other hand, to folklore texts, i.e. to speech (Fedoryuk: 2006; Savchenko: 2010; Gerasymenko: 2014; Ilyushchenko: 2017).

In our work, proverbs and sayings about the earth are examined as components of the paremiological picture of the world of the Russian people. They perfectly reflect the stereotypical scenarios of the behaviour of a Russian person even in the era of the existence of folklore, since it is precisely in these constructions that the behaviour is uniform in the general ideas of the people about reality, in stereotypical situations, in statements and judgments about reality.

Despite the large number of works devoted to the study of paremiological units (Lau et al.: 2004; Alefirenko: 2009; Radbil: 2010; Ayupova: 2014; Kulkova et al.: 2015; Galiullina et al.: 2016), a number of issues need to be resolved and clarified.

Currently, linguoculturology conducts research in two main directions: one of them develops concepts of a particular language. First of all, this includes the keywords inherent in the stereotypical thinking of the language community. These words may not have equivalents in other linguistic cultures, for example, the Russian “maybe”, often heard even from the screens of public television in the meaning “hope for a happy chance, to avoid the threat”. At the same time, universal categories can be studied that function in all languages with different names (for example, a colour-coding system or perceptual vocabulary) (Apresyan: 1995; Savenkov: 2002; Bolgarova et al.: 2014; Larionova: 2014; Zykova: 2016).

The second direction includes studies that attempt to reconstruct a whole, unscientific worldview, reflected in all languages and cultures; in other words, a collective philosophy. Our study is conducted according to the first of the described approaches since it is devoted to the analysis of only one of the paremiological fragments of the Russian language picture of the world, organized around the lexeme “earth”.

An unconditional feature of the paremiological picture of the world is its evaluative nature, that is, people not only record behavioural stereotypes in proverbs and sayings, for example, they also give expressions positive or negative connotations (Mal zolotnik, da dorog). Most of the qualities or actions of a person are transformed into a kind of ideal model that corresponds to the accepted scale of values.

METHODS

In the formation of the Russian language personality, it is necessary to pay special attention to linguistic and cultural units, in the core of the meaning of which is the information of national, cultural and historical content In order to find out what meaning the word earth has in the modern consciousness of native speakers of the Russian language and compare it with what is fixed in the proverbs and sayings of the Russian people, a lexicographic analysis of the word in question was initially carried out. Then, using a continuous sampling method, a corps of 200 Russian proverbs and sayings about the earth was compiled, which were systematized and classified depending on the implementation of the meaning of a given seme.

Therefore, the purpose of our article – the identification of the linguocultural potential of proverbs and sayings about the earth - involves solving the following research problems: to determine the place of the paremiological picture of the world in the general linguistic picture of the world of the Russian people; to outline the role of land paremias in the Russian language picture of the world; to consider the semantic and functional characteristics of the lexeme "earth" in the paramies of the Russian language; classify collected language material.

To implement these goals and objectives, we used different methods and techniques of linguistic research, in particular, descriptive, statistical and interpretative methods; continuous sampling method, content analysis, classification and generalization method.

RESULTS

At the initial stage of the study, based on lexicographic analysis, we found that the lexeme “earth” in most dictionary sources has six meanings, 4 of which are leading: planet, land, soil, substance. Very often, these semes are overgrown with background values, for example, when the same “land” is realized in the meaning “Motherland”.

Earth in Russian paremias is considered, first of all, as a breadwinner. It is the source of human life, the highest material value, which provides food, life, prosperity. To earth-mother are treated with great respect, it pins hopes on life, carefree and happy existence. Therefore, very often in Russian proverbs and sayings, her image is associated with the image of the mother. Earth as a spatial phenomenon has a number of primary (basic) characteristics:

a) Russian land is bright, large, voluminous, great: Velika svyatorusskaya Zemlya, a vezde solnyshko. Mezha ne Stena, a perelezt' nel'zya;

b) The land provides food: Na dobroj zemle chertopoloh pshenicej stanet, na durnoj – pshenica chertopolohom vzojdet. Zemlya – kormilica. Kto o zemle radeet, togo i zemlya i pitaet. Moreover, we note that feeds the earth only those people who respect labor and treat it gently and carefully: Zemlya zabotu lyubit it needs a good, careful owner: Bez hozyaina zemlya – kruglaya Sirota. Net plohoj zemli, est' plohie hozyaeva;

c) The earth loves a good attitude: Dobraya zemlya – polnaya moshna. Hudaya zemlya – pustaya moshna. Kto o zemle bespokoitsya, togo i zemlya kormit.

Spatial paremias have national cultural meanings. The most interesting of them, in our opinion, are the paaremias verbalizing the following semes: earth - plate, earth - moshna, earth - sun, earth - kindness, earth - mother, earth - bread, etc.

DISCUSSION

We found that the most relevant area is related to human agricultural activities. Proverbs and sayings in this area describe human activities on earth, harvesting, tips on care, sowing, etc. The main purpose of these proverbs and sayings - teach the man to work and care for the earth.

Proverbs and sayings with this meaning are instructive. Lexeme earth correlates:

1) With the harvest: Kakova zemlya – takov i hleb. Kto zemle daet, tomu zemlya vtrojne otdaet. Dorogoj tovar iz zemli rastet. Zemel`ka chernaya, a bely`j khleb rodit;
2) With diligence: Ne poklonyayas` do zemli, i gribka ne pody`mesh`. Krikom zemlya ne pashetsya;
3) With work on the earth: Udobrish` zemliczu – snimesh` psheniczu. Bol`she zemlyu udobryaj – vy`she budet urozhaj. Dobraya zemlya nazem raz putem primet, da devyat` let pomnit;
4) With crop care tips: Zemlyu sogrelo, ne opozdaj s posevom. Zemlyu udobryaj, tak i poluchish` urozhaj. Na khoroshej zemle sej yarovoe ran`she, na khudoj pozzhe;
5) With predictions: Bol`shoj inej, bugry` snega, gluboko promerzlaya zemlya – k khleborodiyu.

Peculiarities of proverbs and sayings of this sphere are comparisons of the earth with mother, stepmother. Earth seems to be a living creature, so we can often find the use of avatars: feeds asks, gives birth, remembers. Also, in the speech of proverbs and sayings, evaluative adjectives are often found: thin, bad, good, kind.

The second most relevant semantic topic is associated with the concept of "homeland." It is revealed in several aspects: “the person’s internal relationship with the place of birth”, “positive characteristic of the homeland” and “preference of the homeland for the alien side”. The relationship of a person with a place of birth is characterized by a special attitude to the place where a person was born and raised. The image of the homeland is displayed in a positive tone, and this influence affects the language of proverbs and sayings.

In paremias with a positive characteristic of the homeland, the land is compared with the cradle and the image of the mother, it is preferred, this confirms the comparative degree of adjectives of the type: more beautiful, better.

In addition, we analyzed the structure of proverbs and sayings about the earth. It can be noted that the development of ideas and metaphorical thinking of human thinking has complicated the syntactic side of paremias, so the sentences have a diverse structure, from simple single-compound sentences to complex and unjoined ones with relations of contrasting, enumerating and juxtaposing.

Proverbs and sayings with the structure of a two-part sentence.

Subject + predicate + minor sentence members: Bez khozyaina zemlya kruglaya Sirota. Zemlya lasku lyubit. Svoya zemlya i v goresti mila.

Very often, in the structure of a simple sentence, proverbs and sayings occur both compound nominal and verbal predicates. Most often, we can meet proverbs and sayings, common definitions and additionsIt can be assumed that initially proverbs and sayings had a simple structure, as well-aimed and wise expressions existed only in oral form, which made it easy to catch the meaning of the expression by ear.

Proverbs and sayings with the structure of a one-part sentence.

Proverbs and sayings with the structure of a one-part sentence are represented mainly by sentences without a subject, where the predicate is mostly used in the form of the second person singular in the imperative mood.

Generalized personal: Zemlyu ne obizhaj – oves sazhaj. Zemlyu potom polivaj, zemlyu grud`yu zashhishhaj. Zemlyu sogrelo, ne opozdaj s posevom. Zemlyu uvazhaj, ona daet urozhaj. Zemlyu udobryaj, tak i poluchish` urozhaj.

Proverbs and sayings with compound sentence structure.

Complicated sentences: Bog ne rodit, i zemlya ne dast. Daleko s zemli do neba, a kak stuknet v nebe grom – i u nas sly`shno. Dobra mat` do svoikh detej, a zemlya – do vsekh lyudej.

asyndetic sentence: Rodnaya zemlya – matushka, chuzhaya storona – machekha. Nebo – riza gospodnya, nebesa – prestol ego, zemlya – podnozhie. Ne po nebu bogach stupaet, ne pod zemlyoj zhivyot i bednyak. asyndetic sentence, expressing folk wisdom attract attention precisely at the level of speech, in which the folk paramia were given birth and their initial distribution.

Based on this study, we can conclude that proverbs and sayings are built on the principle of syntactic parallelism. It is manifested in the lexical and grammatical and syntactical identity of words and their order in the part of the predicate parts of a complex sentence. Due to the peculiarities of conversational syntax, these sentences give the impression of harmony, clarity; paremia sound expressively and concisely.

CONCLUSION

So, the lexicographic analysis of the lexeme "earth" made it possible to identify the main semes that reflect and verbalize the most significant linguoculturological categories of the Russian people. Having considered the indicated word in the etymological, encyclopedic, phraseological, grammatical and several explanatory dictionaries, we came to the conclusion that four to eight sem verbalized in the lexeme indicate objects of land, property, a cosmic body, soil, and a substance with a number of characteristics. Among the additional values reflected in the dictionary D.N. Ushakova, it is worth referring to the professional name of the paint and the mythological significance of the object of reality, opposed to the unreal world.

Using a continuous sampling method, we compiled a corpus of 200 Russian proverbs and sayings about the earth, which we systematized and classified depending on the implementation of the meaning of one or another seme. In addition, we analyzed not only the lexical and semantic features but also the structural and semantic characteristics of the Russian folk paramrias about the earth. Among other constructions, simple and all types of complex sentences were identified, as well as the marked preferential arrangements of the sentence in a simple sentence. The main semantic-syntactic relations of contrasts, comparisons and enumerations, which are found in proverbs and sayings more often than others, were revealed, for example, clarifying the meaning.

The study of proverbs and sayings, which are the most common genres of paremias in the Russian language, provides a unique opportunity to learn about the history of the Russian people, their way of life, customs, traditions, established and generally accepted system of values and moral guidelines. In addition, we can confidently say that proverbs and sayings of the Russian people have unlimited didactic potential, as they contain exemplary and time-tested behavioural stereotypes inherent in Russian national thinking.

Moreover, our study showed that one of the most common images in proverbs and sayings is the image of the earth, which can be represented in different guises: mother earth, protector, support and support of a person in the implementation of his life, divine creation, as well as value and a model for evaluating objects, phenomena or behaviours. At the same time, the earth can have both spiritual and material value for a person.

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ARTÍCULOS

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Project Technology in the System of Modern Professional Education

Tecnología de proyecto en el sistema de educación profesional moderna

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RESUMEN

El artículo está dedicado a uno de los temas de actualidad de la ciencia pedagógica moderna: la implementación del proyecto de tecnología de capacitación de estudiantes en el sistema de educación profesional moderna. La competencia principal formada en el curso de la tecnología de capacitación del proyecto es una competencia comunicativa que está dirigida al desarrollo de la actividad del habla de los estudiantes de diferentes especialidades. Los autores del trabajo consideran que la cultura indispensable del experto en el mundo competitivo de alta tecnología es la adquisición de las habilidades de comunicación profesional y el uso de los métodos de influencia y convicción del habla.

Palabras clave: Competencia comunicativa, condiciones pedagógicas, educación profesional, formación profesional, tecnología de proyectos.

ABSTRACT

The article is devoted to one of the topical issues of modern pedagogical science – implementation of the project technology of training of students in the system of modern professional education. The main competence formed in the course of the project technology of training is a communicative competence which is aimed at the development of speech activity of the students of different specialties. The authors consider that the indispensable culture of the expert in the hi-tech competitive world is acquisition of the skills of professional communication and use of the methods of speech influence and conviction.

Keywords: Communicative competence, pedagogical conditions, professional education, project technology, vocational training.

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INTRODUCTION

The modern system of professional education at the higher school is directed to the strengthening of the practical orientation of the training assuming introduction and implementation of the project technology of training. At the present stage of the development of the society valuable characteristics of the highly qualified specialist are self-development, self-education, self-projecting and self-improvement of the personality. The technology of the project training is directed to the acquisition by students of necessary knowledge, abilities and skills, to the formation of such qualities of the future experts as mobility, constructiveness, achievement of effectiveness, ability to enter a dialogue, to support communication in a group activity.

It is known that the integral culture of any expert (the philologist and non-philologist) in the hi-tech competitive world is the acquisition of the skills of professional communication, the use of the methods of speech influence and conviction. Therefore, the problem of the given research is creation of the pedagogical conditions providing the formation of the communicative competence of the students in the course of the project technology of training. The analysis of scientific and methodical works (Bleek: 1968; Henry:1994; Fatkhutdinova: 2014; Safonova & Lukoyanova: 2016; Marisah & Robiasih: 2017; Nurullina et al.: 2018; Shakirova et al.: 2019; Zabuga et al.: 2019) shows that the scale of the tasks facing the modern society increases the relevance of the project technology in the system of modern professional education.

The practice of the project technology of training shows that students often face the problem of perception, understanding of scientific information. Work with scientific texts is for students of complex mental activity, including the synthesis and systematization of the knowledge gained by the reader-recipient. In the process of perception of a scientific text, a student may experience difficulties associated with misunderstanding of the semantic content of the text: the reader does not have a good knowledge of existing knowledge, does not understand the meaning of the text due to the presence of a large number of terms, abstract vocabulary, complex syntactic structures.

METHODS

The project activity was for the first time introduced into school education at the beginning of the XX century in the USA: the American scientists of J. Dewey, H. Kilpatrick, E. Collings allocated "learning by doing" as the conducting principle of training (Dewey: 1916) according to which the students conducted their own research during which the creative material collected by them (an educational product) allowed to explain the scientific and vital phenomena. The method of projects can be considered as one of the personality focused technologies of training integrating in itself a problematic approach, group methods, reflexive, presentational, research, search and other techniques.

The didactic value of the project can be considered in two aspects:

1) From the teacher’s point of view the project is a tool of development, training and education generating the abilities, skills and competences including the following stages: a problem defining, goal-setting and planning of the activity, introspection and reflection, search and comprehension of information, development of methods of the research, use of knowledge and skills in unusual situations.

2) From the students’ point of view the project gives the chance: to solve an interesting problem, to work independently or in group, to show the opportunities as much as possible, to set the educational purposes and to look for the ways of their achievement, to prove, try the hand, to apply life experience, to be useful, to show the result of the work in the public, to estimate result, to declare oneself.

In the context of professional formation of the identity of the student in the course of the project technology of training the use of different methods and techniques is considered the most fruitful:

- Method of conversation (heuristic, reproducing, reporting, generalizing) assuming dialogue between the teacher (tutor) and the students mainly on the teacher's questions. The conversation speeds up the mental work of the students, maintains attention and interest, develops the speech.

- Method of the solution of cognitive tasks. Kinds of informative tasks are teaching and cognitive (the teacher offers a task and solves it, showing to students the way and the course of its decision); training and cognitive (students solve tasks similar to the shown); search and cognitive (students independently solve problems).
- Method of work with the scientific and reference literature and with fiction, assuming drawing up the plan or theses by pupils, writing essays, preparation of a report.
- Research method which is treated in modern didactics as follows:

It is designed to provide, firstly, the creative use of knowledge, secondly, mastering methods of the scientific cognition of the process of search of these methods and their application. Thirdly, it forms... features of creative activity. And, fourthly, it is a condition of the formation of interest, the need for such kind of activity as the motives which are shown in interest, and requirements do not arise out of activity. Only activity is not enough for this purpose, but without it this purpose is unattainable. As a result the research method gives the full, well conscious, quick and flexibly used knowledge and forms experience of creative activity (Lerner: 1981; Cohen: 2007; Gómez-pablos et al.: 2017; Stehling & Munzert: 2018; Usmeldi: 2019).

RESULTS

The project technology has essential features which are shown at all stages of its preparation and realization: subjectivity, dialogicity, creativity, integrity and technological effectiveness. The project technology is aimed at the development of the students' self-organization, self-education, and comprehension of the educational activity from the positions of valuable approach (Novikov: 2000; Polat et al.: 2009; Jalinus et al.: 2017; Wicaksana et al.: 2017; Alves et al.: 2018; Pinter & Cisar: 2018). Working on projects, the students seize a complex of communicative abilities, learn not only to get knowledge independently and to integrate it, but also to act with a word consciously to the extent possible and according to the situation and to the problem of communication. In our work we tried to analyze each of the features of the project technology.

Important features of the project technology	***Characteristics***	***Recommendations to the teacher***
Subjectivity	Any student is the subject of activity, the developing personality, the identity with motivational sphere inherent only to him. Accounting of subjectivity helps to define an individual trajectory in the educational route.	The logic of the scientific activity of the students in the project allows work on the individual schedule in the form of the advancing independent researches under the teacher's guidance.
Dialogicity	Dialogicity helps students to exchange views, to hear and to listen, to understand "foreign language" in the course of implementation of the project.	In the project technology the observance of organizational tasks is important: 1) distribution of roles within the groups; 2) observance of the rules and procedures of collective discussion, performance of the accepted role; 3) performance of the collective task; 4) coherence in the discussion of the problem and elaboration of the general, group approach.

Creativity	Creativity is connected with solving of the problem situation, activation of cogitative activity and independence. The students resort to original, non-standard modalities of action and results of performance.	The tasks are concrete and substantial: creative reconsideration of the opportunities of using the knowledge, creative approach to the performance of educational and labor tasks, development of independence in the process of decision-making, desire to apply the gained knowledge and abilities with advantage to themselves and to people around.
Integrity	Synthesis of knowledge, data from different sciences for the research of the problems and the students' realization of the studied question.	The mobility of thinking of the expert is constructed on the general principles of the scientific thinking including induction, deduction, analysis and synthesis, analogy, comparison, experiment, and observation.
Technological effectiveness	Organization of the cognitive activity of the students at separate stages of the project.	The main methodological requirements of technological effectiveness are: conceptuality; systemacity; controllability; efficiency; reproducibility.

Table 1

DISCUSSION

The practice of the project technology of training shows that students often face the problem of perception, understanding of scientific information. Work with scientific texts is for students of complex mental activity, including the synthesis and systematization of the knowledge gained by the reader-recipient. In the process of perception of a scientific text, a student may experience difficulties associated with misunderstanding of the semantic content of the text: the reader does not have a good knowledge of existing knowledge, does not understand the meaning of the text due to the presence of a large number of terms, abstract vocabulary, and complex syntactic structures.

In the project and research activity the communicative competence is formed on each stage of work – the student answers questions of a problem statement. The table below describes each stage of the research and project activity.

Stages	***Goals of the stage***	***Questions of problem defining (for the communicative competence)***
Problem defining	- motivation; - choice of the area; - formulation of a problem; - formulation of a subject of the project; - updating	What are you interested in? Do you want to learn about …? How is it possible to fill a gap in your knowledge? Why is it important for you? Why is it important for others?

Goal-setting	Statement of the purpose, promotion of hypotheses (assumptions) of the achievement of the goal, and discussion of options of an estimated product of the project. Allocation of an object and a subject of a research. Specification of a formulation of a subject of the project	What do we want to learn? What question do we want to answer as a result of this work? What is it necessary to do to solve this problem? If you make such product will you achieve the goal of the project and will the problem be solved in this case? Are there any assumptions (hypothesis) how to achieve these objectives? Can you allocate the main stages of the achievement of the goal (statement of the tasks of the project)?
Planning	Step-by-step development of the project with the indication of the list of definite actions and results, of roles and duties, of terms and responsible students.	What steps do you have to do from a project problem up to the realization of the purpose of the project? What is it necessary to do to achieve the project goals? How will you solve these problems? When will you do it? What do you already have for the performance of the forthcoming work; what are you already able to do? What can you do yourself?
Project implementation	Updating of the formulations of the purpose, of the subject, project tasks if needed. Implementation of the planned activity in the required terms.	Does the found and processed information comply with the announced subject and purpose of the project? Is it necessary to look for the extra information or is it enough to achieve the goal? Is it necessary to correct the formulations of the purpose, tasks, and project subjects to make them more clear and concrete? Haven't you lost the interest and if have why?
Creation of the product of the project	Integration of the gained knowledge, abilities, skills. Receiving documentary part of the product, the project description, final filling of the folder of the project. Creation of a product and definition of the form of its representation.	Does the received result answer the goal? How is it necessary to organize the presentation of the results of project activity? How can you provide the product presentation so that it would be interesting, clear and work of all developers of the project would be visible? In what ways is it possible to interest the listeners? Are you ready to protect the project? What are the main ideas of the project?
Presentation of the product of the project	Demonstration of the materials, representation of results.	Are you ready to the presentation of the results of your work? What help do you need? Are any rehearsals in public necessary? Whom do you want to show the results of the work before the protection of the project? Whom are you interested to hear reviews of the work from? Whom would you recommend to get acquainted with your work?

The report on the done work	Summing up on the compliance to the criteria of success designated at the beginning of the work. Checking up on the compliance to external criteria. Assessment of the effectiveness, level of independence and overall performance. Checking up on the compliance of the purposes and the results of the work.	Why have you begun developing this project? The satisfaction of what requirements is it directed to? Does the idea chosen by you correspond to these requirements? What are comments of the people, whose requirements your project have to provide? How to improve the project? Have you solved the problem? Did you formulate the purpose and tasks of the project correctly? Did your activity correspond to the goals? Were the ideas various? Did you justify the decision when choosing one of them? Was the study of the chosen idea sufficient?
Forming of the prospect	Formation of the understanding of the infinity of knowledge. Answers to some questions have to generate others. Formation of the ability to ask questions as a way of motivation to get knowledge. Updating of everything that attracted keen interest during the work.	What is it possible to know more on this problem? What questions on this subject haven't you answered yet? What was remembered during the work on the project most of all? What abilities were not enough? What subjects of projects do you see for yourself in the future?

Table 2

CONCLUSION

Modernization of the Russian state and formation of the civil society demand the education system to promote to the formation of the conscious citizen who is effectively participating in democratic process. In the solution of this task the ability to self-organization, ability to assert the rights, to participate in the transformation of the country becomes a priority reference point.

Process of adaptation of the education system to the essentially new conditions of the political democracy, to free development of the civil society, to the market economics is nowadays already noticeable. In these conditions, education undertakes the solution of the problems of the adaptation of youth in market economics through the formation of responsibility for their own welfare and for the condition of the society, through the assimilation by the younger generations of the main social skills, practical abilities in the field of economics and social relations.

Introduction of the method of projects into the educational process helps to decide one of goals set– to come to the main valuable reference point of the future expert. And it means the speech behavior optimum in any life situation at which the teacher flexibly operates with the knowledge, achieving the set goal. As the researchers conducted by us show, by means of the method of projects the development of critical thinking of the students is carried out, their scientific, informative, and creative activity is implemented. Orientation on the student's identity provides not only results of various level and quality, but also individual ways, forms, means of their achievement. That is why the project activity is considered as one of the optimum forms of the organization of work with the students in the course of formation and development of their speech activity.

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ARTÍCULOS

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Reception of Mythological Image of the Bird at Bunin Cycle «The Bird's Shadow»

Recepción de la imagen mitológica del pájaro en el ciclo Bunin «La sombra del pájaro»

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RESUMEN

El artículo señala que el interés del escritor en Oriente está en sintonía con el arte típico de las tendencias de la edad de plata sobre los orígenes indoeuropeos de la cultura rusa, que se asocia con reflexiones sobre la esencia de su intermedio (entre Oriente y Occidente). La elección del escritor de una modificación de género inusual - "poema de viaje" - le permite crear una imagen artística de varios niveles de la ciudad oriental. El análisis del ciclo por I.A. Bunin " la sombra del pájaro " da testimonio de la divergencia de su interpretación de la imagen del mítico pájaro Huma con el contexto de la edad de plata rusa y el acercamiento con la tradición oriental.

Palabras clave: I.A. Bunin, literatura persa, mitología, orientalismo, poemas de viaje.

ABSTRACT

The article notes that the writer's interest in the East in tune with the typical art of the silver age trends about the Indo-European origins of russian culture, which is associated with reflections on the essence of its intermediate (between East and West). The writer's choice of an unusual genre modification – "travel poem" – allows him to create a multi-level artistic image of the eastern city. The analysis of the cycle by I.A. Bunin "The Bird's Shadow" testifies to the divergence of his interpretation of the image of the mythical bird Huma with the context of the Russian Silver age and rapprochement with the Eastern tradition.

Keywords: I.A. Bunin, mythology, orientalism, persian literature, travel poems.

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INTRODUCTION

The culture of the Silver age, which is characterized by an interest in the first principles of the universe and human existence, actively turns to folklore, archaic, and myths. There is a particularly clear interest in the oldest Slavic myths, which have preserved their connection with Indo-European roots. Explaining this phenomenon, the researcher E.V. Shakhmatova focuses on the fact that in the era of the Silver age, "Russia realized a close relationship with the East..." (Shakhmatova: 2014).

In the life and work of I.A. Bunin, the theme of the East appeared in 1903. The concept of "East" in the writer's work includes countries of the Near and Middle East, such as Iran, Turkey, Palestine, Judea, and Egypt. In 1903-1906, in the cycle "Islam", he refers to Eastern religious images and stories as a starting point for posing the problem of the ways of world culture and civilization. This series also includes the stories "The Death of a Prophet", "In the Land of the Ancestors", "The City of the King of Kings", "Brothers" and poems from 1900-1916. Oriental images and motives are especially significant in the philosophical reflections of the writer about the "intermediate" essence of Russia, which has incorporated the specific features of the West and East. Researcher T.N. Kovaleva writes:

> Bunin's poetry impresses with its author's knowledge of history, culture, way of life, and the realities of Eastern countries, as well as with its sharp-eyed details in landscape sketches and rich "Eastern" vocabulary. In his works, Bunin used words from Eastern languages (Arabic, Persian, Turkish), transmitting them as accurately as possible using the transliteration technique (Kovaleva: 2017).

In this regard, it can be argued that the writer's creative heritage is an interesting material for studying the specifics of the dialogue between Russian and Eastern literature and philosophies, and also allows us to pose the problem of the perception of “Alien” (geographical space, language, culture).

METHODS

In our work, we rely on the methodology of comparative analysis of literature and cultures. The theoretical and methodological works of the Kazan school of literary studies are particularly important in this context, since its representatives not only study various aspects of comparative poetics as a means of studying literary dialogues (Yuzmukhametova et al.: 2018). Their research interest is focused on the problem of the specifics of the literary dialogue between Russian and Eastern literature (Galimullin et al.: 2016; Khairullina et al.: 2019). From this point of view, they also realized a comparative analysis of the existence of the same genre in different national literatures (Fakhrutdinova et al.: 2018; Khaybullina et al.: 2019).

For our study, works that reveal various aspects of the reception of the Alien (especially the East) in Russian literature are also important. First of all, these are scientific works in which the opposition "East–West" and "native space–alien space" are studied in Russian literature (Spirchagova et al.: 2018; Bekmetov et al.: 2019). There are also interesting articles in which the nature of the perception of various eastern countries (for example, India (Mrathuzina & Nasrutdinova: 2015), Japan (Spirchagova et al.: 2019)) in Russian literature is analyzed, as well as the understanding by individual Russian writers of the East as a special space and special mentality (Edikhanov & Bekmetov: 2016).

As a methodological basis for the research, we also used articles whose authors addressed the study of the creativity of those Russian writers who, like I.A. Bunin, are characterized by a special autobiographical narrative that brings a lyrical beginning to the literary text (Kolesov et al.: 2018).

RESULTS

We appeal to the story "The bird's shadow", which was written after the second trip of I.A. Bunin to the East in 1907.

It should be noted that the writer repeatedly turned to the genre of travel essay, which by definition dictates the need for direct expression of the author's worldview. Moreover, the tendency to introduce a lyrical beginning to the epic narrative, which is characteristic of the work of I.A. Bunin in general, also penetrates this essentially artistic and documentary genre. A peculiar transformation of the genre canon of the travel essay is taking place, which allowed researchers to define the genre of the cycle "The bird's shadow" as a "travel poem".

The significance of the lyrical beginning allows the author-narrator, starting from the real plot of movement in space and the accompanying change of the "video sequence", to offer the reader the story of the life of the soul and mind of a person. Numerous quotes, reminiscences, and allusions become a kind of "milestones" of this mental journey.

DISCUSSION

In the "travel poem", "The bird's shadow" there is an impressive list of proper names, and this is not only the expected list of historical places and events in the travel essay but also references to literary and mythological primary sources. One of the significant literary sources of the cycle to which the writer refers the reader is "Tazkirat", but not all quotes are given from this work; there are also fragments from other books of Saadi, such as" Bustan "and "Gulistan".

According to the narrator, the "Tazkirat" of the great Persian poet Saadi is a source of inspiration, awakening to thought: "On the way with me is Tezkirat Saadi…" (Bunin: 1987). In other words, the writer directly informs about the introduction of the Iranian poet's heritage into the structure of the work of art. This allows I.A. Bunin not only gives the work an oriental flavor, a special atmosphere but also to clarify for the reader the basic concept of the text. As is well known, the Persian Sufi poet and thinker in his poems depict the world of truth, goodness, and justice talks about love, youth, and the rules of communication.

The first chapter of "The bird's shadow" describes the narrator's journey to Istanbul, while the rest describes the ancient capital itself. The author portrays the city in such a subtle way that the reader perceives it not only visually, but also affecting sound emission and smells.

To show the reader the beauty and grandeur of the past, I.A. Bunin uses the ornamentation of the narrative. I.P. Vantenkov points out that the cycle uses "a contrasting juxtaposition of the majestic past and the miserable present," and suggests that "using this comparison, Bunin validates their ideas about reality and the existing world order" (Vantenkov: 1947).

Thinking about the meaning of the name of the cycle, the researcher puts forward the version that the title contains a kind of metaphor that reflects the author's attitude to what he saw and what he understood: "The shadow of a bird is a shadow of a majestic past that has already gone but left its mark in the memory of mankind." (Vantenkov: 1947).

We note, however, that the writer calls Turkey a country that is not just in the "shadow" of its great past, but which, according to Saadi, has the shadow of Huma. In this regard, it is necessary to turn to the semantics of this mythological image.

The writers and poets of the Silver Age often turned to the image of this sacred bird, which in importance in Persian culture and literature can be compared with the Phoenix in Egyptian and Greek mythology and the Dragon in ancient China. Significantly, the word "huma" in the Persian language means simply - "mythical bird", without individualization.

In General, the images of magic birds, as noted in the encyclopedia "Myths and legends of the peoples of the world", "are associated with many significant life situations, rituals, spells and other manifestations of a national-specific worldview, which are unconditionally reflected in the language, more precisely in linguistic culture, of any nation" (Tokarev: 1991). Another explanation of this interest is proposed by A.N. Afanasyev: "the bird by peoples of Aryan origin understood as rapid atmospheric phenomena to which the properties of these animals were attributed. At the same time, mythical representations borrowed from natural phenomena were transferred to the birds themselves" (Afanasyev: 2008).

Researcher T.S. Pechagina considers it possible to divide all images of birds in Slavic mythology into three groups. The first group includes magical and mythical birds that have some exceptional abilities, such as the gift of foresight, the ability to bring people happiness and trouble. The second type is the fairy birds (for example, the Firebird). "The third type includes all birds that do not carry anything unusual in their appearance, exist in the real world. For example, a raven, a blackbird, a swan. Representatives of this group also have magical abilities, but most often they are companions of fairy-tale characters: Baba Yaga and Koshchei Immortal" (Pechagina: 2014).

Huma (Gamayun), undoubtedly, belongs to the first category of mythical birds, since it is primarily a prophetic bird. It is interesting that, according to studies of ancient Russian literature, initially the semantics of this image was associated with the category of the miraculous (Tadevosyan: 2014).

Modern Russian language mythological dictionaries note a negative connotation in the image of this mythical bird: "Its prophecies are available to a selected group of people, and its appearance can cause deadly elements" (Shuklin: 2001). In the dictionary "Culturology" it is noted that even in the days of the existence of folklore, "Flight of Gamayun is often accompanied by a deadly storm approaching from the east".

And in the literature of the Silver age, Gamayun appears as the source of tragic prophecies, as, for example, in the poem by A. Blok "Gamayun, the prophetic bird". And in the poem by A. Akhmatova "I am deadly for those who are gender and young..." in the opening and final lines, Gamayun appears as a "bird of sadness". This literary series can be continued.

Perhaps the specifics of the perception of this mythological image in the era of the silver age was influenced by the V.M. Vasnetsov's painting "Gamayun" presented in 1899 at the exhibition at the Academy of arts, which depicts a black-winged bird with a "darkly beautiful" mournful, anxious face.

However, this interpretation of the image of the Gamayun bird in Russian literature is still somewhat unexpected, given that in Indo-European mythology, this image has a completely different meaning. Thus, in ancient Iranian mythology, Huma is a bird of joy.

Even the etymology of the word Gamayun, as noted by O. Trubachev, is associated with the "young Avestan hu-māiia – "skillful, clever, miraculous" (Trubachev: 2005). There is also a version that the word Huma is a combination of two Avestan words Hu, which means creator/maker and ma – the first being of all things, that is, the word Huma means Creator of the Universe.

That is why in the Iranian and Arabic texts, Huma is a magical, prophetic bird that makes the person king, when casts shadow on him. In the ancient literature of Iran, it is said that when a king dies without an heir, people gather in an open area, and if Huma flew over someone's head or threw a shadow on him, then he became the ruler. It is not surprising that the “Huma (Humayun)” was used as an address to sovereigns in the East. T.D. Tadevosyan reminds that Russian tsars in letters to the Turkish sultans and Iranian shahs called them Gamayun (Tadevosyan: 2014). The parallel between the images of the bird and the ruler is also found in the first chapter of Bustan, where Saadi reflects on the rule of Atabak Abu Bakr.

In Persian literature, Huma is a symbol of bliss, and in the poems of many famous Persian poets; this bird appears as a bird of happiness, a symbol of magnificence and glory. Moreover, the most famous Persian poet Shamsuddin Muhammad Hafiz Shirazi compares the shadow of a loved one with the shadow of a bird Huma and sees his happiness in the fact that the beloved looked at him.

It should be noted that the images of the Huma as a blessed bird and owl as a sinister are known in Persian literature. In Russian literature, it was as if a kind of "imposition of meanings" of images of mythological

birds occurred, because, as we know, many "prophet" birds in Slavic mythology predict exactly the coming troubles and sorrows (for example, owls, crows). Therefore, the image of the Gamayun bird takes on a tragic meaning.

Also, let is assume that interest in the East during the Silver Age was not limited only to interest in Persian mythology and literature. Perhaps the authors knew that in the east of Iran, the Huma bird lives, which looks like a horned owl and feeds on bones.

CONCLUSION

The above observations allow us to conclude that the "travel poem" by I.A. Bunin "The bird's shadow" reflects the Persian understanding of the image of the bird Gamayun. The writer notes that it is "a legendary bird and that its shadow brings royalty and immortality to everything it falls on" (Bunin: 1987), and remembers that Saadi, whose legacy he often refers to in his essay, once wrote: "I wanted the broad-winged Huma to light up my bleak house with joy!"

In the East, the concept and meaning of shadow are quite different from what exists in the West, where the sunlight is not so sharp and the shadow is not so distinct. "Because of these optical effects that surround us, Europeans, every day and everywhere, it is more difficult for us to separate light from shadow and evil from good in our souls" (Bunin: 1987), - the narrator reflects in the story of I.A. Bunin. In Islam, the world is simply and completely divided into sun and shadow. Without this sharp division of the world, it is impossible to understand any of the Eastern religions. The shadow of the Eastern people has a sacred meaning: the shadow is a priceless gift because even without water, a person will live longer in the summer than without a saving shadow.

From this point of view, it is interesting to trace the history of the choice of the title of the book: initially, the essays were called "Temple of the sun", but finally the cycle was named after the title of the first essay – "The bird's shadow".

Thus, the eastern "travel poems" I.A. Bunin has an oriental character not only due to the attention of the author-narrator, not only due to the constant mental dialogue with Saadi but also because he managed to comprehend and reproduce in his work the worldview characteristic of this culture.

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Semantics of Wainamoinen's Proper Names in Kalevala

Semántica de los nombres propios de Wainamoinen en Kalevala

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RESUMEN

El artículo presenta un análisis semántico de los nombres propios de Wainamoinen, uno de los personajes principales del epos finlandés Kalevala. El análisis comparativo reveló las siguientes capas de información en los nombres propios de Wainamoinen: una forma interna transparente de los nombres (Väinämäinen / Wainamoinen, Väinö / Waino, Suvantolainen / Suwantolainen, Uvantolaynen, Osmoynen, Kalevainen, Kalevalainen) de origen finlandés, lenguaje y falta de transparencia de los nombres de Wainamoinen en inglés, una connotación adicional formada por las estructuras morfológicas de los nombres y un estatus social, dependiente de la relación del remitente y destinatario.

Palabras clave: Comparación, kalevala, nombres propios, semántica, Wainamoinen

ABSTRACT

The article presents semantic analysis of proper names of Wainamoinen, one of the major characters of the Finnish epos Kalevala. The comparative analysis revealed the following layers of information in Wainamoinen's proper names: a transparent inner form of names (Väinämäinen / Wainamoinen, Väinö / Waino, Suvantolainen / Suwantolainen, Uvantolaynen, Osmoynen, Kalevainen, Kalevalainen) of finnish origin, language and lack of transparency of Wainamoinen's names in English, an additional connotation formed by the morphological structures of the names and a social status, dependent on the relationship of the addresser and the addressee.

Keywords: Comparison, kalevala, proper names, semantics, Wainamoinen.

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INTRODUCTION

The article is aimed at two research questions: 1) what information is embedded in personal names of Wainamoinen for the English-speaking readers; 2) what are the specific features of the world view in Waianamoinen's names of finnish language origin. The research is conducted in three stages revealing three levels of information intrinsic to a proper noun: semantic, syntactic and pragmatic.

LITERATURE REVIEW

A short history of translations of Kalevala into English

Kalevala, the national epic of Finns, consists of 50 runes (songs) collected and refined by E. Lonnrot in the middle of the XIX century. As an epos, Kalevala contains descriptions of people, narrates of social and religious life in the earliest period of history. It is traditionally defined as the work of literature based on folklore (Rahkonen: 1992; Красавцева: 2020). Pentikainen argues that "The Kalevala is, on the one hand, the product of Lonnrot's aesthetic and scholarly work and, on the other, the social mandate of the Romantic Period, a national epic" (Branch: 1985; Rahkonen: 1992).

Kalevala was translated into many languages, including English and predominantly presented to the audience as part-translations, adapted retellings or prose translation (Lonnrot & Magoun: 1963). The complete translations were released in the late XIX: the first translation into English from German was made by J.M. Crawford in 1889, the second full translation was made by W. Kirby in 1907 from Finnish.

The main character in Kalevala, Wainamoinen, is an old singer of the epic land of Kalevala, able to perform various magic things with his singing, thus affecting the nature and people around. He is known as a creator of the first musical instrument Kantele, as a singer, a magician, and a national hero.

Wainamoinen as a singer

Wainamoinen as a singer in Finnish folklore has been a focus of a number of research. A fundamental research dedicated to Wainamoinen was conducted by M. Haavio in 1952 where the author concludes that there are several Wainamoinens: the Wainamoinen of Kalevala, the Wainamoinen of folk poetry, of old runes of the Finnish people and the image of Wainamoinen created by M. Haavio himself (Haavio: 1952). Wainamoinen as a cultural hero was studied in (Meletinsky: 2008), semantic characteristics of Wainamoinen's singing are presented in (Bulina et al.: 2019).

The modern paradigm does not view proper nouns as linguistic units lacking meaning, but signs possessing special semantics (Langedonck: 2007). In literature proper names have a special status and are referred to as culture-loaded words (Zabeeh: 1968) used in epics and as symbols for people, thus reflecting their world view, history, culture, traditions. The main hero of an epic reflects ideals of an ethnos (Пропп: 1958; Zhirmunsky: 2004). The way a proper noun is transliterated in any translation of the original text remains very important for the translator, because adequate transliteration influences the perception and comprehension of the name in a text.

Previous studies of proper names in Kalevala

Though, Kalevala has been translated many times, names are traditionally not translated, "even though understanding their meanings often adds substantially to appreciation of the text" (Luthy: 1981). Due to the cultural background reflected in a personal name of a cultural hero in the source language, it is difficult to reach accuracy in rendering a personal name in the target language (Zabeeh: 1968; Urenskaya: 2010; Ainiala & Saarikivi: 2017). Therefore, some kind of understanding is reachable in the target language with the help of special lists of meanings of personal names in an epic. Such lists of personal names of the major characters in Kalevala are presented in "The Meanings of Names in the Finnish Kalevala Epic" (Luthy: 1981). A complete

glossary of personal names in Kalevala is provided in Magoun's translation of Kalevala into English (Lonnrot & Magoun: 1963; Lonnrot: 2017; Demeo: 2019).

The corpus contains two types of transliteration of the name of the major character: 'Vainamoinen' and 'Wainamoinen'. In this research we use the form 'Wainamoinen' for all the nominations except those from Kirby's translation where, following the tradition, we use 'Vainamoinen'.

In Kirby's translation of Kalevala Wainamoinen is referred to as Väinämoinen, Väinö (10), Suvantolainen (8), Uvantolainen (6), Kalevalainen (4), Kalevainen (1) and Osmoinen (1). In Crawford's translation Wainamoinen is also addressed as Osmoinen (3), Waino (1), Suwantolainen (1). The variations of the names are predominantly caused by the source texts, i.e. German and Finnish as well as the translator's wish to keep the metrics of the verse. E.g.: "<…> And was eager to betake him, / Unto Vainola's far dwellings, / That he might contend with Vaino" (Kirby, Rune III: 40) and in the same context of Crawford "Hie him southward hasten, / To the dwellings of Wainola, / To the cabins of the Northland, / There as bard to vie in battle, / With the famous Wainamoinen" (Crawford, Rune III).

METHODS

The material of the research are two parallel translations of Kalevala into English performed by the British translator W. Kirby (Kirby: 1907 and by an American translator J. M. Crawford (Crowford: 1889). The method applied are predominantly semantic, morphological and pragmatic analyses used within a broader contrastive approach aimed at revealing differences in comprehending Wainamoinen by Finnish and an English reader.

RESULTS

The information layers of personal names of Wainamoinen are summarized in the table below.

Name	Etymology	Syntactic level	Pragmatic level
Wainamoinen	'water', 'a wide mouth of a river'	-mo (a living being) -inen (diminutive suffix)	The name Wainamoinen emphasizes 1) the official generic status of an ancestor 2) connection with water 3) is used by every nominator in Kalevala
Waino			The shortened version is used in some contexts to follow the metrics of the verse
Kalevainen	Kaleva – mythic ancestor, probably from proto-Baltic 'blacksmith'	-inen (diminutive suffix)	
Kalevalainen	Mythic ancestor	-la (place suffix) -inen (diminutive suffix)	nominators: Joukahainen (Wainamoinen's rival in singing) and his mother
Osmoinen	mythical first-generation ancestor with the name of which the first prosses of sowing the barley is connected	-inen (diminutive suffix)	nominators: Aino (Joukahainen's sister)
Suvantolinen	'slack water'	-inen (diminutive suffix)	nominators: Louhi, the hostess of Pohyola (Pohyola, antagonistic, hostile to Kalevala locus)

Table 1. Information layers of Wainamoinen's names in Kalevala

DISCUSSION

Etymology of Wainamoinen's personal names

All personal names of Wainamoinenin Kalevala have a special status, since they all have a transparent internal form in the source language. Therefore, we started the research with the etymology of Wainamoinen's personal names. The word 'waina' ('vaina') in Wainamoinen means 'water', 'a wide mouth of a river'(Haavio: 1952). 'a wide, and extensive water, a broad river or straits <…> a currentless, stagnant or slowly flowing river (Haavio: 1952).

The process of assigning a name to a character is clearly visible in situations where the name becomes a kind of reminder of some past or future events in the life of the hero. Throughout the epic, Wainamoinen is connected with water. E.g. in Rune VI Joukahainen, Wainamoinen's rival in singing, prophesies to him: "May you toss for six years running, / Seven long summers ever drifting, / Tossed about for over eight years, / On the wide expanse of water, / On the surface of the billows, / Drift for six years like a pine-tree, / And for seven years like a fir-tree, / And for eight years like a tree-stump!" (Kirby, Rune VI: 200). In Rune II Wainamoinen contemplates close tothe surface of the water: "Wainamoinen, old and trusty, / Goes away and well considers, / By the borders of the waters, / On the ocean's sandy margin" (Crawford, Rune II).

Wainamoinen's birth is also connected with water and is depicted in Rune I as follows:

> Headlong in the water falling, / With his hands the waves repelling, / Thus the man remained in ocean, / And the hero on the billows. / In the sea five years he sojourned, / Waited five years, waited six years, / Seven years also, even eight years, / On the surface of the ocean / <… > / Thus was ancient Vainamoinen, / He, the ever famous minstrel / Born of the divine Creatrix, / Born of Ilmatar, his mother. (Kirby, Rune 1: 330 – 340).

Ilmatar, Wainamoinen's mother, is an air spirit, but "once she gets down into the primordial sea she becomes "the mother of the water" (Lonnrot & Magoun: 1963).

Proper names are known to evolve into common names when they "absorb some properties of their bearers in virtue of their association" (Zabeeh: 1968). Such transformation into a common noun is intrinsic to culture-loaded names. In Finnish the name Wäinämäinen is used in a number of phrases denoting natural phenomena, e.g. a glittering line on the surface of water is called the Wake of Wainamoinen's Boat, the constellation of Orionis called Väinämäinen's sword, etc. (Kiuru: 2020).

The name Kalevalainen is mentioned only in Kirby's translation in Rune VI and Kalevainen in Rune IV. The name Kalevainen comprises the name Kaleva, meaning "a giant, a huge man (creature), powerful, hardened, deep-rooted" (Kiuru: 2020), "functional ancestor or "father" of several personalities" (Lonnrot & Magoun: 1963).

The name Osmoinen is registered in Kirby's translation in Rune IV, and Crawford's translation in Runes IV, XXI, XLV. It is a diminutive form of 'Osmo' which means a mythical being (Lonnrot & Magoun: 1963), a mythical first-generation ancestor with the name of which the first prosses of sowing the barley is connected (Kiuru: 2020).

The name Suvantolainen or Uvantolainen is "a near-synonym of suvanto 'slack water'" (Lonnrot & Magoun: 1963). "calm flow in the river, river flood under the waterfall" (Kiuru: 2020). The name Suvantolinen is registered in Kirby's translation in Runes VI, XIX, XVIII, XLIX and Uvantolinen in Runes VII, XVIII, XLII. In Crawford's translation the name Suwantolinen is also used in Rune XLIX.

Thus, variations of Wainamoinen's names are based on words associated with water and a reference to a certain place in Kalevala or mythical ancestor.

Grammatical constituents of Wainamoinen's names

Grammatical forms of a personal name constitute the so-called language information which is not usually evident for a reader but obtained by means of a scrupulous analysis of the language. Grammatical constituents

of a personal name can reveal the information about the time of its creation, the geographical area of its usage, etc. (Superanskaya: 1970). All personal names of Wainamoinen contain such information. E.g. the name Vainamoinen contains the word 'vaina', a near-synonym of suvanto, which means 'slack water', the suffix -mo, which is used to form the names of living beings and the diminutive ending –inen (Lonnrot & Magoun: 1963).The same ending is foundin Kalevainen, Osmoinen, Suvantolainen. The name Suvantolainen contains the root 'suvanto' ('slack water'), productive habitative suffix -la, used to designate a site, often a farm (Lonnrot & Magoun: 1963), and the diminutive ending -inen. The same place-suffix -lais found in the name Kalevalainen, where 'Kaleva' is the name of the mythical ancestor, -la means 'the place' and -inen is a diminutive suffix. Waino is a common form of a man's name that is used in modern Finnish. The form Wainamoinen is more official and in the XIXth century names with the suffix -nen started to be perceived as generic, i.e. as surnames (Kiuru: 2020).

Thus, Wainamoinen's personal names emphasize his origin connected with water, his status of the descendant of mythical ancestors Kaleva (in Kirby's translation he is also referred to as 'Kaleva's famous offspring') and Osmo, and assign him the status of a primogeniture, i.e. the forefather of people of Kalevala.

Pragmatic level of Wainamoinen's names

The pragmatic function of a personal name realizes in a discourse (context) in cases when the addresser and addressee are characterized through their names (Superanskaya: 1970). Wainamoinen's nominators in Kalevala are common people, heroes (Joukahainen, Ilmarinen) and creatures of divine nature. The name Wainamoinen / Vainamoinen is the most widely used by all nominators throughout the text. The name Kalevalainen was used by Joukahainen and by his mother in their dialogue in Rune VI, when Joukahainen intended to kill Wainamoinen in a contest: "But his mother straight forbade him, / And dissuaded him from shooting. / "Do not shoot at Vainamoinen, / Do not Kalevalainen slaughter <…> "If you shoot at Vainamoinen, / And should Kalevalainen slaughter, / Gladness from the world will vanish <…>" and her son answered: "I have shot at Vainamoinen, / And have o'erthrown Kalevalainen, / Sent him swimming in the water <…>" and again his mother says: "Very evil hast thou acted, / Thus to shoot at Vainamoinen / And to o'erthrow Kalevalainen. / Of Suvantola the hero, / Kalevala's most famous hero" (Kirby, Rune VI). The name Osmoinen was addressed to Wainamoinen by Aino, Joukahainen's sister, and the name Uvantolainen by Louhi, the hostess of Pohyola, a hostile antagonistic to Kalevala land).

In set nominations with epithets like 'Vainamoinen, old and steadfast', 'the aged Vainamoinen' in Kirby's translation, and 'Wainamoinen, old and trusty', 'Wainamoinen, wise and ancient', 'Wainamoinen, old and truthful, etc. in Crawford's translation, only the form Wainamoinen / Vainamoinen is used throughout the text.

Thus, the use of proper names in a culture-loaded texts can reveal the attitude of an addresser to the addressee.

CONCLUSION

Personal names of Wainamoinen, the major character of Kalevala, accumulate hidden senses in lexical and grammatical forms that impart a special social status and additional information to the names. The name Wainamoinen / Väinämäinen forms a chain of most frequent nominations in Kalevala emphasizing the origin and status of a forefather. The name Vaino / Waino as a standard form of a male name in the Finnish culture was used by translators to follow the metrics of the verse as the context shows.

The layers of information include the following: 1) all proper names of Wainamoinen (Väinämäinen / Wainamoinen, Väinö / Waino, Suvantolainen / Suwantolainen, Uvantolainen, Osmoinen, Kalevainen, Kalevalainen) have a transparent inner form in the source language; 2) the suffix –inen imparts the name Wainamoinen a more formal sound a generic status; 3) in context personal names acquire a special status, assigned to the relationship of an addresser to the addressee.

It is known that proper names are not translatable, but they can be transliterated and in contexts where proper names are significant, e.g. in poems where the translator should follow the rhyme of the original, they should be translated or explained (Zabeeh: 1968). Every ethnic community possesses its background knowledge defining the cultural heritage that should be revealed to representatives of other cultures with the help of accurate translation (Gafiyatova & Pomortseva: 2016). Proper names of cultural heroes possess such kind of information that constitutes background knowledge. The analysis revealed the range of Wainamoinen's personal names, indicating ethic characteristics of the world view of ancient people living in Finland. After the semantic analysis it became obvious that the names of Finnish mythic ancestors (Kaleva, Osmo) are in the root of Wainamoinen's personal names Kalevainen and Osmoinen, that indicates the status of Wainamoinen as the descendant of these two ancestors. The suffix -inen, which was fist a diminutive suffix, in the XIX century started to have generic functions, thus making Wainamoinen himself the ancestor, the forefather of people of Kalevala. The names Wainamoinen, Suwantolinen reveal the origin of the hero connected with water that indicates the importance of water in life of ancient people. For the English-speaking reader, such analysis of Wainamoinen's personal names can help to bridge the gap of culture differences.

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Artículos

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Analysis of Modular and Rhythmic Members in Design Masterpieces

Análisis de composición de miembros modulares y rítmicos en las obras maestras de diseño

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RESUMEN

El artículo está dedicado a la descripción del desarrollo práctico y teórico de la esfera formal y será útil para profesionales, teóricos del arte del diseño, estudiantes, futuros diseñadores. Pero esto es imposible sin un conocimiento extenso y sólido del desarrollo objetivo y evolutivo de la forma en las artes visuales. Vemos una de las soluciones a este problema desarrollada por los autores de las tareas analíticas esquemáticas presentadas en este artículo. Por lo tanto, gracias al análisis de componentes formales en los productos creativos de personalidades conocidas, el estudiante estará más preparado para crear sus propios trabajos con derechos de autor.

Palabras clave: Análisis gráfico esquemático, análogos, composición, copia gratuita, modernización de la educación.

ABSTRACT

The article is devoted to the description of the practical and theoretical development of the formal sphere and will be useful for practitioners, theorists of design art, students, future designers. But this is impossible without extensive and solid knowledge of the objective, evolutionary development of form in the visual arts. We see one of the solutions to this problem as developed by the authors of the analytical schematic tasks presented in this article. Thus, thanks to the analysis of formal components in the creative products of well-known personalities, the student will be more ready to create their own copyright works.

Keywords: Analogues, composition, free copy, modernization of education, schematic graphic analysis.

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INTRODUCTION

Schematic graphical analysis of “rhythmic roll calls”, almost parallel to each other “power” lines, “modular articulations” in the creative products of world classics is, in our opinion, an interesting and important area for theoretical and practical research in educational and creative activities.

For practitioners, theorists of design art, students – future designers, it is of interest to identify the interaction of communication and the general interpretation of the terms “rhythm” and “module” in various types of classical fine art and design. The laws of composition are so universal that they “work”, both in a painting that is flat in the graphic surface, and in the composition of architecture and design that is spatially spatial in nature.

One of the aspects of modernization of Russian education in the context of students studying subjects of the design cycle is the task of forming future professionals who own modern innovative technologies. However, this is impossible without extensive and solid knowledge of the objective, evolutionary development of form in the visual arts.

METHODS

Based on the foregoing, in practice and teaching design art, there is an important problem in the ability of students, future designers, to isolate the compositional union of rhythmic and modular organization from the newly created designer of artificial art form.

The relevance of the article is to describe the practical and theoretical development of the formal sphere based on the works of major masters of fine art and design.

Analytical compositional work on the works of the greatest classics of art contributes to a clear understanding of the continuity between the compositional process in modern design art and the great personalities of previous eras.

The problems of understanding the ways of creating modern fine art lie in the lack of understanding of the connection and the existing unity of the fine art of the old masters of painting and the modern art of painting and design in line with the formal sphere (De alfaro & Henzinger: 2001; Poizat & Royer: 2006; Wang et al.: 2012; Mirkhasanov: 2013).

The formal (compositional) field of fine art is a special, often hidden from the viewer’s gaze, richest layer of compositional constructions and finds of masters of any kind of fine art and design. This is precisely the factor that affects the fundamental difference between professional work and the creative product of an amateur.

A scientific, analytical approach to composing work, along with temperament and individual and epoch-making preferences is the key to professionalism and leveling the manifestations of “kitsch” and amateurism in art. This will lead to the leveling of amateurish likes-dislikes ratings.

Based on the development of industrial design, which has become a “style icon”, a model of reflection of the artistic and historical era, it is possible and necessary to conduct a compositional analysis with the aim of forming reliable quality criteria and evaluations of the design product.

One of the solutions to this problem we see is the analytical schematic exercises that we developed.

Task number 1. Perform a schematic representation of the Harley-Davidson V-Rod Muscule motorcycle with the division of the image into 3 light and color tones. Focus on the rhythm of color spots. Option Task number 1. Perform a schematic graphical analysis (SGA) – an image of a Harley-Davidson motorcycle with isolating the modular component of the composition of this creative product by classifying and reflecting in the figure various shapes that are close in geometric shape and in area.

Figure 1. Harley-Davidson motorcycle WLC

Figure 2. Motorcycle Harley-Davidson V-Rod

Figure 3. Motorcycle Harley-Davidson V-Rod Muscule

Perform a schematic graphical analysis (SGA) – image of the Harley-Davidson motorcycle with the principle of "roll calls" of numerous horizontal, vertical, diagonal linear rhythms.

Task number 2. Search for modular articulation in the interior composition of a Japanese medieval palace. Perform linear rhythmic analysis of the image of the interior of the medieval palace in Japan in the form of a schematic drawing of graphic material.

Task number 3. Perform a graphical, schematic depiction using modular dissection of a pictorial composition in the still life genre of a major still life master of Flemish art of the 17th – 18th centuries.

Task number 4. Perform a graphical, schematic depiction of a modular grid in the design development of a major master of design art. Perform a compositional analysis in the form of a diagram with graphic material (spot + line).

RESULTS

For example, in the masterpieces of the pioneer of functionalism and organic architecture Wright, the ratios of vertical and horizontal rhythms are very strong: the famous house with a waterfall is built on a plastic line of beautiful rhythms of ramps and terraces, vertical walls and jets of the waterfall. Modular grid in environmental and subject design by architect Frank Lloyd Wright (Sloan: 2001; Pfeiffer: 2006).

For example, the interior of the Unity Church in Oak Park. A new church for the Unitarian community. Illinois. 1908. Analysis in the form of a schematic drawing made by graphic material (spot + line).

Figure 4. Frank Lloyd Wright. A new church for the Unitarian community, Illinois, 1908

DISCUSSION

In the graphic task performed by the student on the A3, A2 format, an understanding of the construction of the artificial compositional form based on linear rhythmic and modular harmony should be presented.

In teaching composition, methodological systems are needed that facilitate the acquisition of practical and theoretical knowledge by university students through the study of the formal sphere of paintings and visual art products (Kovalev: 2006).

The formal (compositional) part of a new artificially created creative product, being in indivisible alliance with the content part, dominates the achievement of a bright modern image with a new language code.

We believe that it is important to note the important point that in the educational process of many modern universities, preparing designers, the practice of free copying of famous designers' works is necessary.

The practice of working with “samples” brought undeniable results in the Russian Imperial Academy of Arts and in higher art schools of the USSR Academy of Arts (Davydov: 1994; Rumyantseva et al.: 2018).

It is well known that a student of the imperial Russian educational institution began his studies by copying the so-called “samples”, and after graduation, a graduate who was awarded a trip abroad could bring a copy of the famous foreign master made by him. That is, in fact, the artist began his work by copying the best

creative products and ended his studies by copying the works of famous personalities. We believe that copying practice is as important for a designer as for an artist (Gazda: 2002; Chubakov: 2017; Zhdanova: 2019).

CONCLUSION

The products of the creative activity of the designer-master meet the following rules:

1. Linearly-rhythmically organized;
2. Show a deep approach to the modular organization of composition;
3. Linear-rhythmic organization of a flat and three-dimensional spatial composition leads to modular articulations;
4. The competent organization of modular and metric divisions in a planar and three-dimensional spatial composition leads, among other things, to the rhythmic organization of this composition.

Thus, it is possible to introduce the concept of “formal method based on modular and rhythmic divisions in composition” into the practice of educational and creative, design and evaluation activities in design. In pedagogical practice, another indicator of the evaluation criterion appears, represented by the practical implementation of the formal method in educational works.

The consequence of insufficiently in-depth study of the laws of the formal sphere, which dominates the evolutionary development of fine art, is often the weakness of creative, term papers, expressed by amateurish visualization.

The existing problem arises, in our opinion, due to insufficiently deep development of methods, manuals, standards for the development and classification of formal (compositional) technologies. Knowledge of the laws and properties of a composition should not remain only a theory, but be fixed in various practical tasks, for example, on the basis of performing “free copying” and “compositional constructions” based on samples of well-known personalities in volume modeling, educational drawing, and painting. Drawing and painting in the training of the designer should be of an applied nature, and not be an object of easel in the spirit of “art for art’s sake” (Loshakov: 2009; Mogilevtsev: 2013; Stepanskaya: 2016; Butt: 2017; Alekseeva: 2018; Białkiewicz: 2019).

A student of the design department, where creative and pedagogical training profiles interact, must organically perceive the interaction of education, culture, science in line with the emergence of the most important trends of past eras and the modern world, must be able to reasonably explain from the point of view of formal searches of famous personalities of fine art and design.

Thus, we can conclude that the master, student must consciously approach the choice of metric and rhythmic organization when creating a creative or educational product. As a result of one or another correlation in the balance “rhythm - module”, professional creation of a new artificial art form takes place. In the end, there is a creation of a bright distinctive artistic image in the design product.

We are convinced that a student of an art university working on the creation of a rhythmic and modular organization of a planar and three-dimensional composition creates a professional product for solving design problems. Thanks to the readiness of the student to read the modular and rhythmic language codes of design masters, he will always be easy to navigate in various directions and trends of architecture and design.

Figure 5. The interiors of the villa Karma in Vivea. Adolph Loos

The interiors of the Villa Karma in Vivea are an interesting example of the interior, which is attributed to the conditional visual language of art deco, but built back in the era of the ubiquity of modernity, in 1906 (Loos: 1983; Loos & Opel: 1997).

In conclusion, we emphasize the need for an integrative teaching methodology, thesis dominant of which is formulated as "new bright and modern imaginative solutions based on classical analogies". The methodology for studying the formal component in classical art and modern design patterns is based on free copying and a schematic analysis of compositional constructions.

An independent search for students in the field of author-based shaping based on knowledge obtained by free copying of paintings, drawings; design works by great masters will become the norm for training following the results of analytical tasks. Thus, thanks to the decoding of the formal components in the creative products of famous personalities, the student will be more ready to create their own copyright works.

The student will be able to analyze compositional constructions based on a constant – the postulates of the formal sphere. This gives the university student an understanding of the analogues, origins, personalities of the masters who influenced the birth of this compositional structure.

A student working on additional tasks according to our methodology, which includes copying practice, is freer in the approaches of compositional solutions of natural objects according to drawing and painting or a sketch of the object that underlies the design project.

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Artículos

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Social Responsibility of Higher Education Students. Motivations for its Development in Times of Covid-19 in Chile and El Salvador

Responsabilidad social de estudiantes de educación superior. Motivaciones para su desarrollo en tiempos de Covid-19 en Chile y El Salvador

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RESUMEN

La crisis de salud producto de Covid-19 ha llevado a la reflexión sobre diversos aspectos de la vida humana desde la perspectiva de su comportamiento en la sociedad. El propósito de esta investigación es analizar la responsabilidad social de los estudiantes universitarios en Chile y El Salvador, para dar paso a una AFE y un análisis de las diferencias de medias. Lo que permite identificar las motivaciones para su desarrollo e implementación. La valoración más alta se concentra en los chilenos y, en la mayoría de los casos se presentan diferencias significativas según las categorías presentadas en esta investigación. Las futuras investigaciones deben considerar varias áreas de comportamiento para los estudiantes de educación superior.

Palabras clave: Covid-19, comportamiento social, responsabilidad social, estudiante, educación superior

ABSTRACT

The Covid-19 health crisis has led to reflection on various aspects of human life from the perspective of their behavior in society. The purpose of this research is to analyze the social responsibility of university students in Chile and El Salvador, to make way for an EFA and an analysis of media differences. This allows identifying the motivations for its development and implementation. The highest valuation is concentrated in Chileans and, in most cases; differences are presented according to the categories in this investigation. Future research should consider several areas of behavior for higher education students.

Keywords: Covid-19, social behavior, social responsibility, student, higher education.

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INTRODUCTION

The global pandemic produced by Covid-19 (SARS-CoV2) has led to the development of various investigations related to medicine and health sciences (Adhikari et al., 2020), which seek to discover a vaccine that can be used to combat the spread of the virus and its emancipation. On the other hand, the same cannot be said about the investigations that consider Covid-19 and its relationship with the social sciences and, particularly, education and behavioral sciences.

The consequences of the pandemic that affects the international population today are enormous, due to the increasing number of infected and the number of deaths. On the other hand, the aforementioned health crisis is triggering a deep economic and social crisis, which comparable to the consequences unleashed by the Spanish plague of 1918-1919 (Thomas, 2020) and, with the Great Depression of 1929 (Wich, 2020). What will cause an increase in unemployment, lower wages, and decrease in poverty throughout the planet (Comisión Económica para América Latina, 2019).

The social responsibility of the various sectors and inter-sectors that make up a fabric (Valenzuela, 2020), should seek the deployment of efforts that from the perspective of behavior can deploy strategies linked to ethics that contribute to community's well-being (Téran Rosero et al., 2017; Ramírez et al., 2018; Villalobos & Ramírez (2018); Villalobos et al., 2020; Hamids, 2020). On the other hand, higher education institutions, due to their inescapable role of training future professionals, should seek to develop both disciplinary and ethical competencies, leading to decision-making that considers the context and well-being of the entire population, also conceived as a social consciousness (Mahmud et al., 2020). So, on the one hand, allows the natural adoption of prevention measures, such as social distancing (Oosterhoff,, Wilson & Shook, 2020), which is the result of a greater understanding of the current reality of the population and the impact of their adequate on inadequate decisions (Lazzerini & Putoto, 2020).

Finally, this investigation's research questions are: What is the higher educational institutions' role in relation to socially responsible behavior? What are the characteristics of the social responsibilities of university students in Chile and El Salvador? For which the following research objective has been defined and analyze the social responsibility of university students in Chile and El Salvador.

DEVELOPMENT

Overview and adverse effects of the virus

Covid-19 is a virus that causes respiratory illnesses and high temperatures that can manifest itself from a common cold to a severe acute syndrome (Abodunrin, Oloye & Adesolaet, 2020). Its appearance has motivated the development of a series of investigations that examine that from treatment to its prevention (Schulz, Coimbra-Araújo & Costiche, 2020), the above due to its high transmissibility (Dawood, 2020). Its manifestation dates from December 2020 (Gao, Tian & Yanget, 2020), being first reported in early January as a new coronavirus (SARS-CoV2) whose origin is Wuhan, Hubei Province in China (Bhagavahula et al., 2020), triggering an epidemic in the short term that continues to affect the world population (Sohrabi et al., 2020). Placing everyone on alert, due to its socioeconomic impact (Nicola et al., 2020), which, it is estimated, will be greater the Great Depression of 1929 and the financial crisis of 2008 (Abodunrin et al., 2020). Motivating the authorities to implement strategies that are the result of an absence of antiviral treatment or vaccination (Guo et al., 2020; Stebbing et al., 2020), such as: promoting handing washing, social distancing, restricting movement, quarantining, closure of public and private institutions, among others (Bhagavathula et al., 2020). Immediately provoking the loss of skilled and experienced jobs, reduction of the labor force, increase in poverty, reduction in productivity, among others (CEPAL, 2020).

Now, in Chile, the first case of Covid-19 was notified on March 3, which led to the declaration by the president of the Republic of the State of Constitutional Exception of Catastrophe for the entire country on 18

of March 37 new cases of positive Covid-19 were reported at the time (Piñera, 2020a). Leading to the implementation of the Covid-19 Action Plan (Piñera, 2020b: Piñera, 2020c). Later, the considerations regarding total quarantine, sanitary cords, sanitary customs, mandatory isolation and measures of indefinite and temporary validity are published (Gobierno de Chile, 2020). As for education, on March 15 the Ministerio de Educación (Ministerio de Educación, 2020a) publishes the suspension of preschool and school education and, on the other hand, the suspension of face-to-face classes in higher education, such as the delivery of digital platforms, financial funds and strengthening for online education (MINEDUC, 2020b).

In contrast, in El Salvador, the first case of Covid-19 was registered on March 1. For a country with a small territorial extension and significant gravity, it places it in a very unfavorable position compared to other countries on the continent (Trilla, 2020), which is intensified by factors such as: worldwide human and animal transport, trade, agriculture expansion, deforestation and urbanization (Moreiera-Soto, Troyo & Corrales-Aguilar, 2014). Which has caused panic, anxiety and fear (Afonso, 2020). Regrading education, Ministerio de Educación (MINED) of El Salvador paralyzed the educational processes, later the government designed programs and strategies with a territorial scope, which seeks to virtualize classes (MINED, 2020). Which leads to reflection on some aspects that characterize public education, which should improve during the post-pandemic stage.

Between social responsibility and socially responsible behavior. Building bridges

According to Qi (2020). The late publication of Covid-19 cases is the product of habitual thinking, the characteristics of the first groups of experts sent to the zero contagion zone, which is the result of behavior based on old habits, which causes fixation errors (Zhou et al., 2020). This is aggravated due to the behavior of the Chinese scientific community that relativized the true gravity, speed, danger and impact that it is causing to the population (Liu et al., 2020), being socially irresponsible (Saturno-Hernández et al., 2015; Severino-González, Pujol-Cols & Lazzaro-Salazar, 2019), particularly from virologists (Gu & Li, 2020).

On the other hand, responsibility resulting from decision-making and its impact on society can be conceived from the perspective of social responsibility (Terán Rosero et al., 2017; Ramírez; Villalobos & Herrera, 2018; Villalobos, Ramírez & Díaz-Cid, 2019; Severino-González, Martín-Friorino & González-Soto, 2019). That is why the social responsibilities of political leaders are high (Remuzzi & Remuzzi, 2020), due to the impact that they have on the population. In this regard, the responsibility of various actors in society are added, such as the media, who through their distribution channels can generate behavior favorable or unfavorable predisposition of all the political and social events (Tapia and Bouza, 2020).

Finally, the social responsibilities of higher education institutions lay in the training of professionals' excellence, who are characterized by a socially responsible behavior (Severino-González et al., 2019). Which supports the deployment of socioemotional or emotional affective strategies in the context of risks and challenges (Annía et al., 2019; Ríos et al., 2019; Ríos et al., 2020; Valdez-García et al., 2020). Where educational strategies allow for the development of motivations for the respecting the rules of social distancing, using masks, among others; shaping a prosocial attitude and socially responsible behavior (Oosterhoff et al., 2020). Finally, greater social awareness would allow for a drastic decrease in the amount of infected individuals (Mahmud et al., 2020).

METHODS

Design and participants

This article raises the perception of 288 higher education students from Chile and El Salvador through a quantitative approach (Hernandeze, Fernández y Baptista, 2012) of a descriptive and transactional type (Canales, 2006), the instrument is a Likert-type scale, considering a non-probability sample for convenience (Otzen & Manterola, 2017), who were contacted through the snowball technique, failing to expand the number

due to the health crisis. This investigation allows us to explore the motivations that stimulate the implementation of institutional strategies that contribute to the development of social awareness as a result of the responsibilities that students have in the current Covid-19 health crisis.

Instrument

The questionnaire has been designed by García Ramos et al. (2016a), which has been applied in Colombia, Chile, Mexico, and Spain (García Ramos et al., 2016b; García Ramos et al., 2018c; Fonseca et al., 2019; Severino-González et al., 2019). The first section considers: sociodemographic aspects that allow for the sample to be characterized and the second section: a questionnaire with 20 statements, the scale is Likert type, where 1 is the minimum agreement value and 6 is the maximum agreement value. All dimensions have a Cronbach's alpha greater than 0.8. The initial questionnaire was submitted to AFE, the following instrument resulted as seen in Table I.

Table I. Final instrument

Dimensions	Items
Commitment to others and the environment	I have a global vision of the current situation in the world and I am aware of the urgent need for sustainable development.
	This awareness increases my interest as a university student in contributing to the improvement of my closest environment.
	I question what my personal position is in the face of social injustices, in the face of other people's pain.
	I consider that one of my obligations, as a person is to help others from social commitment.
Personal Discovery of values	I believe that social commitment is based on the recognition and respect of every person's dignity.
	I recognize the need to open up to others, put myself in their place and seek a common good, above individualistic interests.
	I consider that personal change to be a pervious and necessary step to change the reality around me.
	I have experienced in first person the happiness that comes from service and solidarity.
	I consider that the experience of giving oneself to others is beneficial to discover personal values.
Formation of social responsibility	I think that being a university student helps to become aware of the importance social responsibility.
	I believe that as I study and prepare thoroughly for college, I will be able to bare more social change.
	The training I will receive at college will contribute in practice to increase my social responsibility level.
	I believe that social responsibility is a skill that must be worked on at college.
Approach to professional practice from social commitment	I consider the work of my future profession will be oriented to the common good.
	I believe that good personal practices imply commitment, teamwork, perseverance, empathy, tolerance, honesty and respect.
	I believe that my personal fulfillment and my happiness go through being a professional committed to society's improvement as a whole.
	I believe that the action of a good professional has an impact on their immediate surroundings and on other is of great importance.
	I think it is realistic to say that it is possible to practice social commitment.

Source: García Ramos et al. (2016a).

Procedures

The instrument application was developed between November 2019 and February 2020, for which the classrooms accessed themselves on the one hand and on the other, an online survey was completed, due to the health crisis. At all times, its purpose is explained, such as its confidentiality and anonymity. For processing the data, the SPSS18 program was used, for both the descriptive and inferential analyzes. For the internal validation of the data and the questionnaire, AFE, Cronbach's alpha analysis, among others, were used, applying the corresponding normality tests; explaining in this document only the cases that present statistically significant differences. As for the AFE, the principle components extraction method was used, with Varimax rotation (Montoya Suárez, 2007).

RESULTS

Descriptive characteristics

In table II, you can see the characteristics of the 288 students from Chile and El Salvador.

Table II. Characteristics

Variables	Characteristics	Number
Country.	Chile	154
	El Salvador	134
Gender.	Men	129
	Women	145
Permanence.	1 year	33
	2 year	33
	3 year	34
	4 year	74
	5 year	67
	6 year	47
Age (average).	Years	23
Territory.	Urban	127
	Rural	161
Occupation.	Studies and Works	108
	Only studies	180
Socio-economic Level.	Low	37
	Medium low	79
	Medium	157
	Medium high	15
	High	0
Belongs to a volunteer group.	Yes	137
	No	151

Source: Self-made.

Subsequently, the internal consistency coefficients were determined through the application of the Cronbach's alpha. Personal discovery of values = 0.936, Approach to professional practice from social commitment =0.939, Formation of social responsibility = 0.891 and Commitment to others and the environment = .887, which is considered very high according to Nunnally & Bernstein (1994).

Exploratory Factorial Analysis

For the development of the EFA, the Kaiser-Meyer-Olkin (KMO= 0.965) was evaluated to determine the appropriateness of an AFE, which allows determining in principle that the aforementioned analysis is pertinent, which is confirmed by the Barlett sphericity test, where Chi2= 4942,918; gl= 158; p<0,0001. To then apply the principal component method and the Varimax extraction. Regarding the characteristics of the final questionnaire. It is made up of 18 items. Dimension 1. Personal discovery of vales (v8, v10, v9, v6 and v7), 2. Approach to professional practice from social commitment (v16, v18, v19, v20 and v17), 3. Formation of social responsibility (v11, v14, v13 and v15) and 4. Commitment to others and the environment (v3, v2, v1 and v5). V12 and v4 were eliminated, since they do not contribute to final explanation from the statistical and epistemological point of view of the social responsibilities of university students in Chile and El Salvador. Regarding the total explained variance, it is 79.3% (see Table III).

Table III. Matrix of rotated components of the student social responsibility survey

Variables	Dimensions			
	Personal Discovery of values	Approach of professional practice from social commitment	Formation of social responsibility	Commitment to others and the environment
v8	0.773			
v10	0.706			
v9	0.694			
v6	0.670			
v7	0.657			
v16		0.714		
v18		0.708		
v19		0.691		
v20		0.654		
v17		0.643		
v11			0.825	
v14			0.818	
v13			0.721	
v15			0.502	
v3				0.809
v2				0.765
v1				0.614
v5				0.592

Source: Self-made.

Inferential analysis

Next, the mean differences will be analyzed according to the subgroups that make up the samples of this investigation. Previously, the normality test was applied in each case to determine the destruction of the data. This is important in order to determine the proper use of parametric or non-parametric tests.

Table IV shows statistically significant differences in each of the dimensions, finding the highest values within the Chilean cases. Now, particularly the highest value is identified in the personal discovery of value dimension, which the result of the efforts developed by the higher education institutions leading to the acknowledgement of the human being from the respect for human dignity perspective (Mean =5.15; SD = 0.96; Median =5.4).

Table IV. Descriptions according to Chile and El Salvador.

Dimensions	Country	Mean	SD	Median	Mann Whitney's U
Personal Discovery of values.	Chile	5.15	0.96	5.4	0.00
	El Salvador	4.26	1.25	4.2	
Approach of professional practice from social commitment.	Chile	5.12	0.95	5.4	0.00
	El Salvador	4.12	1.15	4.2	
Formation of social responsibility.	Chile	4.77	1.09	5.0	0.00
	El Salvador	4.15	1.29	4.25	
Commitment to others and the environment.	Chile	5.12	0.855	5.25	0.00
	El Salvador	4.07	1.21	4.25	

Source: Self-made.

In Table V, it can be seen, for each dimensions, significant correlations are presented, the strongest being the Commitment to others and environment dimension (R= 0.33) and the weakest being the Personal Discovery of values dimension (R= 0.27).

Table V. Descriptions according to age group

Dimensions	Mean	SD	Statistical decision	Spearman Correlation (R)
Personal Discovery of values.	4.74	1.19	Significant	0.27
Approach of professional practice from social commitment.	4.6	1.16	Significant	0.29
Formation of social responsibility.	4.48	1.22	Significant	0.24
Commitment to others and the environment.	4.63	1.15	Significant	0.33

Source: Self-made.

Table VI, it can be seen that in each of the dimensions there are significant differences. For this reason, it can be asserted that the longer the students remain in the respective higher education faculties, the greater the Discovery of their responsibilities both personally and socially by virtue pf professional practice. In addition, they recognize the need in training in social responsibility, as in turn, the greater the commitment they recognize possessing with others and the environment.

Table VI. Description according the year in the institution.

Dimensions	Years	Mean	SD	Median	Differences
Personal Discovery of values.	1	4.39	1.16	4.6	0.00
	2	4.36	1.42	4.2	
	3	4.4	1.21	4.4	
	4	4.7	1.07	4.7	
	5	5.1	1.08	5.4	
	6	5.1	1.17	5.4	
Approach of professional practice from social commitment.	1	4.21	0.9	4.2	0.00
	2	4.4	1.4	4.4	
	3	4.14	1.2	4.2	
	4	4.7	0.9	4.6	
	5	5.1	1.12	5.4	
	6	4.9	1.2	5.2	

Formation of social responsibility.	1	4.12	1.19	4	0.00
	2	4.14	1.39	4	
	3	4.11	1.15	4	
	4	4.53	1.13	4.62	
	5	4.87	1.19	5.3	
	6	4.61	1.2	5	
Commitment to others and the environment.	1	4.18	1.12	4.25	0.00
	2	4.23	1.39	4.25	
	3	4.14	1.26	4	
	4	4.59	1.07	4.5	
	5	5	0.95	5.25	
	6	5.1	1.01	5.25	

Source: Self-made.

In Table VII, shows significant differences in each of the dimensions. In the Personal Discovery of values dimension (p=0.00), where those from rural areas (Mean =4.91; SD = 1.1; Median =5.2), have a higher valuation tan those who come from urban places. On the other hand, the same happens according to the Approach to professional practice based on social commitment dimension (p=0.00), where those from rural areas (Mean =4.83; Median =1.1; SD=5.2) recognize greater responsibilities than residents of urban areas.

Table VII. Description according to territory (Urban/Rural)

Dimensions	Territory	Mean	SD	Median	Differences
Personal Discovery of values.	Urban	4.52	1.3	4.6	0.00
	Rural	4.91	1.1	5.2	
Approach of professional practice from social commitment.	Urban	4.4	1.2	4.6	0.00
	Rural	4.83	1.1	5.2	
Formation of social responsibility.	Urban	4.4	1.3	4.5	0.00
	Rural	4.5	1.2	4.8	
Commitment to others and the environment.	Urban	4.3	1.23	5	0.00
	Rural	4.9	1.04	4.5	

Source: Self-made.

On the other hand, in Table VIII, it can be seen that significant differences are presented in all dimensions, since in all cases the p-values are less than 0.05. It can be identified that the dimension that presents the highest valuation is Personal Discovery of values, particularly of those who declare to study and work (Mean =5; SD= 1.12; Median =4.5). In all cases, the highest values are found to be related to the group that indicates studying and working.

Table VIII. Descriptions according to occupation

Dimensions	Occupation	Mean	SD	Median	Differences
Personal Discovery of values.	Study and work	5	1.12	5.4	0.00
	Only study	4.6	1.2	4.8	
Approach of professional practice from social commitment.	Study and work	4.9	1.1	5.2	0.00
	Only study	4.5	1.2	4.6	
Formation of social responsibility.	Study and work	4.7	1.2	4.9	0.00
	Only study	4.4	1.2	4.5	
Commitment to others and the environment.	Study and work	4.9	1.12	5.25	0.00
	Only study	4.4	1.14	4.5	

Source: Self-made.

CONCLUSION

The main objective of this article is to analyze the social responsibility of university students in Chile and El Salvador, for which a quantitative study has been carried out, the results of which aim to highlight the importance of comprehensive training for future professionals, considering the current health crisis as a decisive factor that contributes to the implementation of strategies that lead to the development of social awareness and social responsibility of future decision-makers.

Among the results, it can be pointed out that there is a difference in the assessment of social responsibilities that Chilean and Salvadoran university students possess. Where students in Chile acknowledge having greater responsibilities. What should motivate El Salvadoran students to develop actions that intervene their educational model, which allows a better understanding of the context, which can allow for the natural deployment of the measures that are being promoted to decrease the contagion product of the SARS-COV2 transmissibility level, such as confinement, social distance, and use of gloves, masks and alcohol gel, among others.

Finally, public authorities point out that the population must learn to live with Covid-19, because it is a virus that has accompanied the international community for a long period of time. The call is to gradually return to normal activities, not falling into a false triumphalism that leads to the careless product of not considering preventive measures. That is why, it is necessary to promote a safe return leading to the re-sharing of personal and social responsibilities by each of the actors that make up society

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ARTÍCULOS

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Stress, Anguish, Anxiety and Resilience of University Teachers in the Face of Covid-19

Estrés, angustia, ansiedad y resiliencia en profesores universitarios de cara al Covid-19

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RESUMEN

El aislamiento social, que es una medida impuesta debido a las consecuencias de la pandemia del Covid-19, afecta de un modo considerable la salud mental de las personas. El objetivo fue determinar los estados emocionales de los docentes universitarios frente al Covid-19. El estrés manifestó un nivel alto en el 89,4%; la angustia, con un nivel alto del 94,2%; la ansiedad con un nivel alto del 92,3%. Respecto a la resiliencia, esta se manifestó en un nivel medio-alto con un 60,9% de los encuestados. Se concluye que el estado emocional de la mayoría de los docentes es bajo y su respuesta a través de su resiliencia es medio-alto.

Palabras clave: Aislamiento social, Covid-19, estado emocional, resiliencia.

ABSTRACT

Social isolation, which is a measure imposed due to the consequences of the Covid-19 pandemic, it significantly affects people's mental health. The objective was to determine the emotional states of university teachers in the face of Covid-19. Stress showed a high level of 89.4%; anxiety, with a high level of 94.2%; anxiety with a high level of 92.3%. Regarding resilience, this was manifested at a medium-high level with 60.9% of those surveyed. In conclusion, the emotional state of most of the teachers is low and their response through their resilience is medium-high.

Keywords: Social isolation, Covid-19, emotional state, resilience.

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INTRODUCTION

In the current times of health crisis and pandemic; stress, anguish and anxiety are expressed in various affective states that impact, on an international scale, also in university teachers. This fact directly or indirectly influences their family, social and academic environment.

Theoretical foundations related to emotional states

Emotional states are related to a set of attitudes and feelings that a person adopts as a result of some event that occurs in their social environment; that is, an emotion is related to a set of feelings and reactions. In this sense, emotions are experienced individually. In this regard, Bisquerra (2001) states that an emotion "… is a complex state of an organism characterized by an excitement or disturbance that predisposes to a certain organized response. Emotions are usually generated in response to an external or internal event" (p.61).

Then, an emotion is related to an intense feeling that the human being experiences. It is about a set of reactions that an individual perceives, as a result of certain external stimulations that allow him to adapt to a certain situation. Without a doubt, an emotion is a response to a stimulus, which it can be positive or negative. These emotions are classified as physiological reactions that adapt to certain stimulations (perceptions, experiences, or events) that influence human behavior. Therefore, the emotional states (stress, anguish and anxiety) of the individual have three components: the neurophysiological, the behavioral and the cognitive. The neurophysiological component is related to a set of physical responses, while the behavioral part is related to emotional expression; this means that, it is associated with a set of behaviors and conducts that are the product of emotions. Finally, the cognitive component is related to experiences and learnings from the emotions experienced (Bisquerra, 2011, pp.18-19).

In this context, emotions have a very close relationship with the human brain. It is so from the 1990s to 2000, many studies have been carried out regarding the relationship between emotion and the brain, neurosciences and emotions (Damasio, 1996; De Loux, 1999; Barraquer, 1995; Cornelius, 1996; Lane and Nadel, 2000, Ramírez, Lay, Avendaño and Herrera, 2018; Villalobos and Ramírez, 2018; Ramírez, Villalobos And Herrera, 2018; Villalobos, Ramírez and Díaz-Cid, 2019). Without a doubt, emotions are processed in the nervous system. Based on this, studies related to the emotional brain were developed. De Loux (1999) suggests that, in the presence of certain stimulations, the brain values their meaning and activates a response. In the neuronal context, the evaluation of the stimulus and the activation of the response are carried out in the part of the amygdala (subcortical structure of the brain that has several neuronal connections). Similarly, according to Ocampo (2019), the human brain is divided into two parts, the right hemisphere and the left hemisphere (…). The left hemisphere is the logical brain and is responsible for logic, numbers, analysis, sequence, etc.; while the right hemisphere is characterized by being intuitive and spontaneous; it is the creative brain and is responsible for perception, imagination, consciousness, among other aspects (p.43).

Then, the functions that the right hemisphere of the brain develops are closely related to the emotional processes and the responses that are generated in times of crisis. Following Le Doux (1999), there are two types of emotional responses: the first (type I) occurs immediately and involuntarily; the second (type II) is characterized in that they partially controls the situation, which constitutes a specific response of each individual. This means, each individual has different responses to certain situations that influence both their individual characteristics (personality) and their personal experiences. These considerations, based on the objective of this article, make it possible to determine that university teaching staff, in the face of a certain crisis situation, such as in the case of COVID-19, respond in a different way.

Emotions of stress, anguish and anxiety in university teachers in periods of Pandemic

In recent times, due to the crisis caused by the COVID-19 pandemic, there is concern and interest in studies related to the emotional state, such as stress, anguish and anxiety, in university teachers from Latin America.

Therefore, in this section, we try to explain theoretical aspects about these emotions, differentiating them from an analysis and a review of the literature.

A category of analysis in this research is the stress that is generated in the current crisis as an emotional state in university teachers. Stress has been a topic of interest and concern for many researchers, since its effects affect the physical and mental aspects of people; as well as in academics and work, due to the anguish and concern that it motivates, even with an impact on the personal, family and social spheres.

Stress is a usual fact in the daily life of the human being, since all individuals, with greater or lesser frequency, have experienced it at some point in their life; however, at present, stress states have increased as a result of the current crisis. Having stress is being under strong pressure, or feeling frustrated, finding yourself in situations in which it is very difficult to have control of circumstances such as health or illness crises, which directly influence the overall well-being of the human being.

The term stress comes from the Old English word distress, which means "pain or affliction". Consequently, stress is a non-specific behavior or response of the body to a variety of external and internal pressures; in other words, it is an adaptive and emergency process, being important for the survival of the human being. In any case, stress is a consequence of the relationship between the individual and his environment. In this regard, Martínez and Díaz (2007) argue that:

The underlying problem lies in the requirements of modernity; focused on obtaining results regardless of their consequences on the quality of life and therefore, on the physical and mental health of the affected people (Naranjo Pereira, ML 2009; Villalobos and Ramírez, 2018; Annía, Villalobos, Ramírez and Ramos, 2019). Based on the above considerations, people; specifically university teachers, need to learn how to prevent and manage stress in these times of pandemic and health crisis. Whoever does not do so endangers their health and peace of mind; on the other hand, those who know and take appropriate actions to prevent stressful situations and deal with it in better conditions can enjoy a better lifestyle, even in periods of crisis.

Stress is characterized by a subjective response to what is happening; this means, it is the inner state of mind of tension. In the words of Melgosa (1995), due to the alterations that stress causes in the person, stress is understood as: "A set of physiological and psychological reactions that the body experiences when it is subjected to strong demands" (p.19). Consequently, stress occurs when the person identifies a threatening situation, the magnitude of which in many cases exceeds their own individual resources; from this, two processes are presented: a cognitive assessment of the event and a process of coping or resistance. In the first, the individual analyzes the benefits or damages of the situation; in the second, it reflects and estimates what it can or cannot do to face the situation, in such a way as to prevent damage or improve its perspective.

On the other hand, anxiety as another category of analysis in this research, it is about an emotional state experienced by the human being. According to Ayuso (1988), anguish is defined as: "... A complex, diffuse and unpleasant emotion that entails psychic and organic (physical) repercussions in the individual who feels threatened by something" (cited by Sierra, Ortega and Zubeidat, 2003). This means, it is about a state of intense restlessness or intense restlessness, caused by something unpleasant or by the threat of misfortune or danger.

Based on the previous considerations, anxiety can be adaptive and useful, in the sense that it is a normal reaction in our daily life; however, in the current health emergency that is experienced on a global and planetary scale, it constitutes a very important element of analysis. This emotional state can have attitudinal and behavioral consequences, which influence the social and family environment.

In the words of Corbin (2015), anxiety presents a set of symptoms and characteristics such as:

- Worry and fear.
- Despair.
- Muscle tension and suffocation.
- Difficulties sleeping. (Available at: https://psicologiaymente.com. Retrieved on: July 23th, 2020).

Actually, anxiety problems in university teachers are very frequent due to the health emergency and the COVID - 19 pandemic; for this reason, it is very important that this professional population be able to develop a set of skills and capacities to better face this crisis, solving the problems that are generated as a result of this crisis.

Without a doubt, anxiety is part of the existence of the human being: since all human beings feel anxiety in different degrees; however, in times of crisis, such as the spread of the COVID-19 pandemic, anxiety levels increase, both at the individual level, as well as at the family and community level.

From a psychological perspective, Gray (1982), Sandin (1990), among others, conceive anxiety as a trait and an emotional state. From a trait point of view, they refer to an individual situation and to the personality of responding to a situation of danger and threat; and, from the perspective of emotional state, to the ability of people to show certain responses to certain stimulations, whether internal or external. According to the approach of Sierra, Ortega and Zubeidat (2003), anxiety refers to: A state of agitation and restlessness characterized by the anticipation of danger, the predominance of psychic symptoms and the sensation of catastrophe or imminent danger; this means, the combination between cognitive and physiological symptoms (…) in which the individual tries to find a solution to the danger (…) Undoubtedly, in the current situation, it greatly affects, the anxiety states of the Latin American university population; directly influencing attitudes, behaviors, as a response to the level of danger and threat from COVID– 19.

Resilience as a preponderant factor to overcome emotional states of crisis in university teachers

The mental health of teachers in the university context is very important in times of health crisis, as in the case of the COVID-19 pandemic. In the academic field, problems of anguish, anxiety and stress have been spread, which often result in decreased work performance; however, these emotions are not typical or exclusive to professionals dedicated to academia. The hurry, the competitiveness, the social and technological changes, added to this the health crisis and the pandemic, threaten the psychological balance of many university teachers in Latin America.

Faced with this reality, the ability to develop resilience processes that allow us to overcome times of crisis is very important, strengthening a set of capacities and abilities that help us to overcome this situation.

The term resilience has its origin in the Latin language; comes from the term resilio, which means to go back, highlight, bounce. Therefore, the incorporation of this concept into the social sciences, including psychology, and the health sciences is relatively recent. In the words of D´Alessio (2015), resilience is defined as "The ability to emerge from adversity, adapt, recover and access a meaningful and productive life (…) individual ability to prosper when faced with the challenge of a crisis experience and stress "(p.7).

Undoubtedly, the brain is the central organ in the elaboration and execution of the response to stress and, consequently, responsible for the implementation and regulatory control of the mechanisms of resilience. Then, the brain allows the body to perceive a set of internal and external stimulations, and respond to the different stimulations that cause stress (environmental and biological).

In crises, undoubtedly, the emotions of anxiety and stress are increased. These emotions, in many cases, increase the vulnerability, both psychological and physical of people; however, there are people who regardless of living in certain crisis situations, assume proactive behaviors to face difficult situations. These people are considered resilient. Resilient people use their neuropsychological capacities and resources in a positive way to face crises; they have high degrees of motivation to get ahead.

In this line, resilience in the context of higher education, fundamentally in university teachers is an important element of analysis. In this regard, Rockwel (2012) mentions that: teaching work is a delicate skill,

composed of many elements such as trust, relationship with students, intrinsic interest in academic content and activities, perseverance in conducting, follow-up activities, which allows to achieve academic objectives and social (p.451).

These situations show the importance that university teachers, in addition to their training and academic preparation, they must have emotional skills in relation to their social environment (family, community) and their relationship with their academic environment (university community). In this way, empathic scenarios can be achieved; above all, strengthening skills and capacities to overcome crises such as the health emergency and the current pandemic.

METHODS

The present work has been developed under the positivist paradigm, framed in a descriptive quantitative approach. Hernández, Fernández and Baptista (2010) point out that descriptive studies:

They seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is subjected to analysis. This means, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer, that is, their objective is not to indicate how these are related (p.80).

The design is descriptive transectional, because a variable was measured in a group of people and its description was provided based on dimensions.

The technique used for data collection was the survey and the instrument, the emotional state questionnaire. The latter was adapted to the population, in order to collect the information. Given the situation that was being generated by the COVID-19 pandemic, it was decided to carry out a Google Forms questionnaire; which was disseminated through social networks, virtual platforms and also, through emails to different colleagues and universities.

The questionnaire was made up of 58 items, organized in four dimensions: stress, anguish, anxiety and resilience. Each one presented four response alternatives: Always (A), Frequently (F), Sometimes (S) and Never (N).

The reliability criterion of the instrument was determined by Cronbach's Alpha coefficient and the instrument has a very high level of reliability ($\alpha = 0.910$).

For the validity of the instrument, exploratory factor analysis was applied to each of its dimensions. The results obtained show us one-dimensionality; which means that each of the items are closely linked. The empirical validation tells us that it is unique and that each of its items seeks the measurement of a single dimension; this means, there is uniqueness of the items. In order to find the validity and reliability of the instrument, the SPSS V-25 was used.

RESULTS

The results of the survey are presented below. The sample was recruited from May 10th to 30th, 2020.

The population was made up of 207 university teachers, belonging to different universities in Latin America. The highest frequency of age of teachers is between 45 and 54 years (37.2%), most of the teachers are married (61.4%), the representation by sex behaved as follows: 51.7% female and 48.3% male. According to the number of people living with the survey respondent, it was observed that 25.6% of them live with 3 or more people. It was also stated that the vast majority (63.3%) dedicate at least 2 hours of their time to inform themselves about the pandemic. The vast majority (51.7%) state that the information they receive regarding the pandemic is regular and that there is a certain deficiency.

Now, we will proceed to see the results of the necessary measurements and comparisons; based on the four (4) dimensions considered (stress, anguish, anxiety and resilience) and the emotional state variable, in order to determine the behavior of university teachers and whose results are presented below:

Dimension: Stress

Table I. Frequency of stress

	Frequency	Percentage	Cumulative percentage
Severe	185	89,4	89,4
Moderate	21	10,1	99,5
Mild	1	,5	100,0
Total	207	100,0	

Source: Own elaboration

The Stress dimension is represented by a set of 14 items that, when statistically processed, yield a predominantly severe level of 89.4%. This means that a large percentage of the people surveyed have an inappropriate manifestation of stress, as a result of the social isolation measures that have been put in place to counteract the spread of COVID-19, a moderate level of 10.1% show other survey respondents and a very small number of people reported a mild level of stress (0.5%). A severe level of stress of 37.8% is manifested in teachers, whose ages are between 45-54 years and it is in the female sex where it is mostly reflected with 53%.

Dimension 2: Anguish

Table II. Frequency of anguish

	Frequency	Percentage	Cumulative percentage
Severe	195	94,2	94,2
Moderate	10	4,8	99,0
Mild	2	1,0	100,0
Total	207	100,0	

Source: Own elaboration

The Anguish dimension is represented by a set of 13 items that, when statistically processed, yield a predominantly severe level of 94.2%. It means that a large percentage of the people surveyed have an inappropriate manifestation of anguish, as a result of the social isolation measures that have been put in place to counter the spread of COVID-19. A moderate level of 4.8% manifested other survey respondents and a very small number of people expressed a mild level of anguish with 1%. A severe level of anguish of 37.9%

is manifested in teachers; whose ages range from 45-54 years and it is the female sex where it is mostly reflected with 51.8%.

Dimension 3: Anxiety

Table III. Anxiety Frequency

	Frequency	Percentage	Cumulative percentage
Severe	191	92,3	92,3
Moderate	14	6,8	99,0
Mild	2	1,0	100,0
Total	207	100,0	

Source: Own elaboration

The Anxiety dimension is represented by a set of 18 items that, when statistically processed, yield a predominantly severe level of 92.3%. It means that a large percentage of the people surveyed have an inappropriate manifestation of anxiety, as a result of the social isolation measures that have been put in place to counter the spread of COVID-19. A moderate level of 6.8% showed other survey respondents and a very small number of people showed a mild level of anxiety with 1%. A severe level of anguish of 38.2% is manifested in teacher; whose ages range between 45-54 years and it is the female sex where it is mostly reflected with 52.4%.

Dimension 4: Resilience

Table IV. Resilience Frequency

	Frequency	Percentage	Cumulative percentage
Low	70	33,8	33,8
Medium	122	58,9	92,8
High	15	7,2	100,0
Total	207	100,0	

Source: Own elaboration

The Resilience dimension is represented by a set of 13 items that, when statistically processed, tell us that the vast majority show a medium or regular level of Resilience with 58.9%. This means that a large percentage of the people surveyed has an adequate manifestation, with the attitude of overcoming the adverse and that difficulties are nothing more than opportunities to find a solution to our problems; despite the measures of social isolation that have been put in place to counteract the spread of the COVID-19. Another group of survey respondents shows a low level of resilience of 33.8% and a high level of 7.2%. A high level

of resilience of 53.3% is manifested in teachers; whose ages range from 45-54 years and it is the female sex where it is mostly reflected with 66.7%.

Variable: Emotional state

Table V. Frequency of emotional state

	Frequency	Percentage	Cumulative percentage
Severe	198	95,7	95,7
Moderate	8	3,9	99,5
Mild	1	,5	100,0
Total	207	100,0	

Source: Own elaboration

The emotional state variable is represented by a set of 58 items that, when statistically processed, yield a predominantly severe level of 95.7%. This means that a large percentage of the people surveyed have a manifestation of a great alteration of their emotional state, as a result of the social isolation measures that have been put in place to counteract the spread of COVID-19. A moderate level of 3.9% was manifested by other survey respondents and a very small number of people expressed a mild level of their emotional state with 1%. A severe level of emotional state of 38.4% is manifested in teachers; whose ages range between 45-54 years and it is the female sex where it is mostly reflected with 52%.

DISCUSSION

In the current difficult situation in which we live, as a result of the Covid-19 pandemic, it is considered that it is of utmost importance to carry out research regarding emotional states in specific populations; in this case the university professor. The pandemic has brought about changes in the educational system of all countries and these changes have a direct and significant impact on university teachers.

The psychological and social impact of this pandemic is indisputable, a result of the confinement that is being experienced and in the presence of a threat to become ill. The levels of stress, anxiety and anguish increase in the population, but in the face of this, we want to know what is the resilience of the university professor to face this reality.

Recent publications agree as we do that the changes in these difficult times affected not only physically to the population, but also psychologically and emotionally (Stankovska et al., 2020), Johnson, Saletti and Tumas (2020), Ipsos (2020). In this sense, the levels of stress, anxiety and anguish increase in the population, but in the face of this, we want to know what is the resilience of the university teacher to face this reality. According to Lozano (2020), “The pandemic poses the challenge of taking care of the mental health of health personnel, as well as the general population” (p.51).

The data obtained during the application of the methodology indicated for this study; it allows to establish a scientific debate that determines the manifestations of emotional states such as stress, anguish and anxiety in the development of the daily life of the university teacher and how he through of its resilience, it manages to lessen these manifestations in a situation caused by the Covid-19 pandemic.

In the Stress dimension, it can be seen that the population, especially in the age group 45-54 years and more frequently, in the female sex has a severe manifestation of stress with 89.4%. These data found differ with the results of Ozamiz-Etxebarria et al. (2020), in their research entitled Levels of stress, anxiety and depression in the first phase of the COVID-19 outbreak in a sample collected in northern Spain, in which stress levels are between mild and moderate. As well as the study carried out by Liu et al. (2020): Psychological states and behavioral changes during a pandemic in China, in which a normal stress score is recorded with 67.9%.

In the Anguish dimension, it can be seen that the population, especially of the age group 45-54 years and more frequently, in the female sex has a severe manifestation of anguish with 94.2%. This is similar to a study carried out in Colombia, which, according to Ipsos (2020), refers that, due to the radical changes in habits and routines; the lack of time and resources has generated anguish in order to prepare for an isolation that from one week to another became mandatory.

Regarding the Anxiety dimension, it can be seen that the population, especially in the age group 45-54 years and more frequently, in the female sex has a severe manifestation of anxiety with 92.3%. These data disagree with the results of Ozamiz-Etxebarria et al. (2020) in their research entitled Levels of stress, anxiety and depression in the first phase of the COVID-19 outbreak in a sample collected in northern Spain; in which anxiety levels are between mild and moderate. However, there is an agreement with the work of Johnson et al. (2020) in Argentina in reference to the feelings of Uncertainty and Anguish, being the greatest pre-eminence among women.

Regarding the Resilience dimension, it can be seen that the population, especially in the age group 45-54 years and more frequently, in the female sex has a high average manifestation with 58.9%. These data coincide with the results of Román et al. (2020), in their research titled Resilience of teachers in mandatory preventive social distancing during the COVID-19 pandemic. In which they state that, when reviewing the results of the study, a positive and significant association is evidenced between the High Resilience of teachers and relevant factors during social distancing such as the perception of the disruptive event of the pandemic as an opportunity. In addition, the perception of the emotional support provided, the physical activity, the need for training in neuroeducation, the management of online education tools, the socio-emotional skills to face changes, the experiences of positive valence emotions and the implementation of changes in lifestyle during the pandemic.

Faced with this crisis scenario, every person, family and, especially, teachers; they have made changes at all levels within their homes. It has reconfigured their spaces and times; leading in various behaviors towards the search for a solution to this new lifestyle, turning their houses into offices, teaching classrooms, abruptly changing a face-to-face teaching to a virtual one at a distance, not separating at any time the action of teaching and learning in the educational context of the higher level.

Supporting and reconfiguring their structure towards digital and technological media that are the strategic allies in these processes. In this sense, the resilient effects of teachers make them adapt to the new educational profiles that are required in current times, accelerating the training processes in obtaining the required digital skills; despite the moments of tension that they live in these moments.

CONCLUSION

This work made it possible to identify the level of emotional state and the reaction of the university teacher in the face of the Covid-19 pandemic and the social confinement in which he is immersed. In general, the impact is negatively related to the emotional state, because it increased predominantly in a severe way, significantly raising the levels of stress, anxiety and anguish. Affecting mostly in women and in the age group of 44 to 54 years. However, there is a positive reaction in the aspect of Resilience, in the way of facing and reacting to events.

It is extremely important to take into account the results obtained in order to face it directly. Action that has to allow that these indices do not increase and bring greater consequences in the emotional state and the metal health of the university teachers. Likewise, to have a greater impact on the attention to female teachers by facing a double task; on one side, remote work and on the other, care for the family and home. In this sense, it is necessary to propose strategies in order to reduce these impacts in the face of a new reality in which we live.

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***Utopía y Praxis Latinoamericana*: ** Es una revista periódica, trimestral, arbitrada e indexada a nivel nacional e internacional como la Web of Science o Scopus. Editada por la Universidad del Zulia (Maracaibo, Venezuela), adscrita al Centro de Estudios Sociológicos y Antropológicos (CESA) de la Facultad de Ciencias Económicas y Sociales, y financiada por el Consejo de Desarrollo Científico y Humanístico (CONDES) de esta misma Universidad. Todos los trabajos que se solicitan o reciben, deben ser originales e inéditos. No se admitirá ninguno que esté en curso de ser ofrecido simultáneamente a otra revista para su publicación. Las áreas temáticas que definen el perfil de la revista están insertas en las siguientes líneas genéricas del pensamiento iberoamericano y latinoamericano: Filosofía Política Latinoamericana, Historia de las Ideas, Filosofía de la Historia, Epistemología, Teorías y metodologías de las Ciencias Sociales, Antropología social, política y filosófica, Ética y pragmática, Filosofía y diálogo intercultural, Filosofía de la Liberación, Filosofía Contemporánea, Estudios de Género, Teorías de la Modernidad. Las sub-áreas respectivas a cada área general serán definidas por el Comité Editorial, con la ayuda de sus respectivos asesores nacionales e internacionales, a fin de establecer las pertinencias de los trabajos presentados.

Presentación de originales: Se destacan los siguientes aspectos. En la primera página: Título: conciso y en referencia directa con el tema estudiado. No se aceptan sub-títulos. Resumen: debe describir la idea central de la investigación y considerar su relación con el objeto y la metodología que le sirve de soporte, con una cantidad máxima de 100 palabras. Añadir cuatro o cinco palabras clave, en orden alfabético. Se redacta en castellano y en inglés. No se aceptarán notas al pie en títulos, resumen, palabras clave, nombre de autor/a ni cualquier otra información que no corresponda a la primera página. Estructura de contenido (desde la segunda página): Introducción o Presentación, desarrollo seccionado por títulos e intertítulos (apartados), conclusiones generales y bibliografía de actualidad y especializada. Los títulos del cuerpo del trabajo deben ir en mayúsculas, cursivas y negritas. Los intertítulos (apartados) deben estar escritos como oraciones normales, sin cursiva y con negrita. Todas las referencias hemero-bibliográficas y notas, deben hacerse a pie de página, en numeración continua, de acuerdo a las indicaciones que se recogen en la sección que más adelante se indica. Utilice una hoja del siguiente tamaño A5 (15,03 x 22,5 cm), margen estrecho. La fuente Arial Narrow 9, a espacio 1,08. Se dispondrá una hoja de modelo para descargar. Además de la lengua castellana, los Estudios, Artículos, Ensayos, Notas y Debates, Entrevistas, Reseñas Bibliográficas; pueden ser presentados en portugués, francés, italiano e inglés. Se deben enviar en soporte electrónico (formatos ".doc", ".docx" o "rtf") al correo utopraxislat@gmail.com.

Secciones de la revista

Aparición regular

Estudios: es una investigación exhaustiva de carácter monográfico, orientada a uno o varios objetos de áreas temáticas tratados inter y/o transdiciplinarmente, desarrollada desde un paradigma epistemológico. Se hace énfasis en el análisis crítico y la interpretación. Su extensión no deberá exceder las 40 páginas.

Artículos: es una investigación puntual de carácter monográfico, preferiblemente resultado parcial o final de una investigación donde se destaca la argumentación reflexiva y crítica sobre problemas teóricos y/o prácticos, metodológicos y/o epistemológicos del tema y el área de estudio explorado. Su extensión no deberá exceder las 20 páginas.

Notas y debates de Actualidad: es una colaboración de carácter relativamente monográfico, se presentan las opiniones y juicios críticos acerca de los problemas y las dificultades que pueden encerrar los procesos de investigación y sus resultados. Su extensión no deberá exceder las 10 páginas.

Reseñas bibliográficas: es una colaboración que pone al día la actualidad bibliográfica, se recogen los principales resultados de las investigaciones nacionales e internacionales en forma de libro individual o colectivo. Resalta el análisis crítico sobre los diversos niveles (teóricos, metodológicos, epistémicos, políticos, sociales, etc.,) donde se puede demostrar el impacto de las investigaciones. Su extensión no deberá exceder las 5 páginas. Son publicadas en la sección "Librarius".

Aparición eventual

Ensayos: es una interpretación original y personal, prescinde del rigor de la formalidad de una monografía, le permite a un investigador consolidado presentar sus posturas teóricas sobre la actualidad y trascendencia de las formas de pensamientos o los paradigmas, en los que se desarrolla su disciplina y temas afines. Su extensión no deberá exceder las 15 páginas.

Entrevistas: es una colaboración donde se interroga a un pensador o investigador con- sagrado, sobre las particularidades de sus investigaciones y los resultados que ésta le provee a la comunidad de estudiosos de su área de conocimiento y afines.

Formato de citaciones hemero-bibliográficas

Estas referencias se reducen únicamente a las citas de artículos, libros y capítulos de libros, especializados y arbitrados por un Comité Editor o avalados por un Comité Redactor de sellos editoriales (universitarios o empresariales) de reconocido prestigio en el campo temático de la investigación. Se deben evitar referencias de carácter general como: Enciclopedias, Diccionarios, Historias, Memorias, Actas, Compendios, etc.

Citas

Deben seguir el formato (Apellido: año, p. página). Ejemplo: (Freire: 1970, p. 11).

En tabla de referencias: artículos de revistas, según el siguiente modelo

VAN DIJK, T. A. (2005). "Ideología y análisis del discurso", Utopía y Praxis Latinoamericana. Año:10, nº. 29, Abril-Junio, CESA, Universidad del Zulia, Maracaibo, pp. 9-36.

En tabla de referencias: Libros de i) libros y ii) capítulos de libros, según el siguiente modelo

i) PÉREZ-ESTÉVEZ, A. (1998). La materia, de Avicena a la Escuela Franciscana. EdiLUZ, Maracaibo.

ii) BERNARD, B. (2001). "El eterno retorno de una Filosofía Antihegemónica", en: Estudios de Filosofía del Derecho y de Filosofía Social. Vol. II. Libro Homenaje a José Manuel Delgado Ocando. Tribunal Supremo de Justicia. Colección Libros Homenajes, nº.4. Caracas. pp. 211-251.

NOTA: En caso de haber varios autores, se nombran todos en el orden de aparición. Cualquier otro tipo de citaciones, el Comité Editorial se reserva el derecho de adaptarla a esta normativa general. No se publican investigaciones o colaboraciones con anexos, cuadros, gráficos, etc. Cualquier excepción será deliberada y aprobada por el Comité Editorial.

Evaluación de las colaboraciones

Todos los Estudios, Artículos, Ensayos, Notas y Debates, Entrevistas, que se reciban en la revista serán arbitrados por miembros del Comité de árbitros nacionales y/o internacionales de reconocida trayectoria profesional en sus respectivos campos de investigación. Su dictamen no será del conocimiento público. La publicación de los trabajos está sujeta a la aprobación de por lo menos dos árbitros. Según las normas de evaluación estos deberán tomar en consideración los siguientes aspectos: originalidad, novedad, relevancia, calidad teórica-metodológica, estructura formal y de contenido del trabajo, competencias gramaticales, estilo y comprensión en la redacción, resultados, análisis, críticas, interpretaciones.

Presentación y derechos de los autores y coautores

Los Estudios y Artículos pueden ser de autoría individual o colectiva. El autor/a principal debe suscribir un Email dirigido al Editor solicitando la evaluación de su trabajo para una posible publicación. Se debe agregar al final del cuerpo del trabajo un título llamado “Biodata” con un CV abreviado (igual para los co-autores/as), donde se señalen datos personales, institucionales y publicaciones más recientes. El Copyright es propiedad de la Universidad del Zulia. Para cualquier reproducción, reimpresión, reedición, por cualquier medio mecánico o electrónico, de los artículos debe solicitarse el permiso respectivo. Los autores/as recibirán una copia electrónica de la revista más las respectivas certificaciones de publicación.

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Guidelines for Publication

Utopía y Praxis Lationoamericana (Latin American Utopia and Praxis): Is a periodic, tri-monthly, arbitrated journal which is indexed on a national and international level, and edited by the University of Zulia (Maracaibo, Venezuela) in the Center for Sociological and Anthropological Studies (CESA) ascribed to the Faculty of Economic and Social Sciences, and financed by The Scientific and Humanistic Studies Council (CONDES) at the same University. All contributions requested and/or received must be original unedited papers. No contributions will be accepted that are simultaneously being offered for publication in another journal. The thematic areas that define the profile of the journal are included in the following generic areas of Spanish American and Latin American thought: Latin American political philosophy, the history of ideas, the philosophy of history, epistemology, social science theories and methodology, social, political and philosophical anthropology, ethics and pragmatics, philosophy and inter-cultural dialogue, the philosophy of liberation, contemporary philosophy, gender studies, and post-modern theories. The sub-categories in each area will be defined by the Editorial Committee with the help of its respective national and international advisors in order to establish the pertinence of the papers presented for publication.

Presentation of original texts: The following aspects are considered to be especially important: The title must be concise and directly relevant to the theme studies. Sub-titles are not acceptable. The abstract must describe the central idea of the research and consider its relationship with the objectives and methodology that support it, and be no longer that 100 words. Four key words in alphabetical order must accompany the abstract. The abstract must be written in both Spanish and English. The abstract must be structured in the following manner: Introduction or presentation, general explanation with titles and subtitles, general conclusions and up-dated and specialized bibliography. All of the bibliographical references and notations must be included in footnotes, and numbered in sequence, according to the indications in the section that follows. The recommended lettering font is Arial Narrow 12, spaced 1,5. In addition to Spanish, studies, articles, essays, notes, debates, interviews and bibliographical reviews can be presented in Portuguese, French, Italian and English. An electronic support copy (".doc", ".docx" o "rtf") e-mail: utopraxislat@gmail.com.

Journal sections

Normal features

Studies: exhaustive research of a monographic nature oriented towards one or several objectives treated in an inter- or trans-disciplinary manner, and developed from an epistemological paradigm. Emphasis is made on critical analysis and interpretation. The article must not to exceed 40 pages.

Articles: precise research of a monographic nature, preferably the result of partial or final research where a reflexive and critical argument in relation to certain theoretical or practical, methodological or epistemological problems is raised and the area of study is explored. The length should not to exceed 20 pages.

Up-dated notes and debates: this is a relatively monographic paper, in which opinions and critical judgements are made in reference to problems and difficulties encountered in re- search processes and results. The length should not to exceed 10 pages.

Bibliographical Reviews: these are collaborative articles that update bibliography, gathering the principle results of national and international research in the form of an individual or collective publication. They emphasize critical analysis on diverse levels (theoretical, methodological, epistemological, political, social, etc.) where the impact of this research can be demonstrated. These papers should not to exceed 5 pages.

Occasional features

Essays: original and personal interpretations, which do not follow the rigid formalities of a monograph, and allow an experienced researcher to present theoretical up-dated postures and to transcend the normal forms of thought and paradigms that are developed in the respective discipline or thematic area. The paper should not to exceed 15 pages.

Interviews: these are the results of interrogative conversations with recognized theorists and researchers in relation to particular aspects of their research and the results of the same which provide the interested community with new information and knowledge in their fields.

Format for bibliographical quotations

These references refer only to quotations from articles, books and chapters of books that are specialized and arbitrated by an editorial committee or evaluated by an editorial text re- view committee (university or publishing house), of recognized prestige in the thematic area of the research topic. General references from encyclopedia, dictionaries, historical texts, remembrances, proceedings, compendiums, etc. should be avoided.

Citations:

They must follow the format (Surname: year, p. number page). Example: (Freire: 1970, p. 11).

Quotations from journal articles should follow the model below:

VAN DIJK, T.A. (2005). “Ideología y análisis del discurso”, Utopía y Praxis Latinoamericana. Año:10, nº. 29, Abril-Junio, CESA, Universidad del Zulia, Maracaibo, pp. 9-36.

Quotations from i) books and ii) book chapters, should follow the model below:

i) PÉREZ-ESTÉVEZ, A. (1998). La materia, de Avicena a la Escuela Franciscana. EdiLUZ, Maracaibo.
ii) BERNARD, B (2001). “El eterno retorno de una Filosofía Antihegemónica”, en: Estudios de Filosofía del Derecho y de Filosofía Social. Vol. II. Libro Homenaje a José Manuel Delgado Ocando. Tribunal Supremo de Justicia. Colección Libros Homenajes, nº.4. Caracas. pp. 211-251.

NOTE: In the case of various authors, name them all in order of appearance. If there is any other type of quotation, the Editorial Committee reserves the right to adapt it to this gen- eral norm. Research publications and collaborative research efforts including appendices, tables, graphs, etc. will not be published. Any exception to this ruling must be discussed and approved by the Editorial Committee.

Evaluation of Collaborative Efforts

All studies, articles, essays, notes, debates and interviews received by the journal will be arbitrated by members of national and international arbitration committees who are well known internationally for their professionalism and knowledge in their respective fields of learning. Their decisions will not be made public. Publication of articles requires the approval of at least two arbitrators. According to the evaluation norms, the following aspects will be taken into consideration: originality, novelty, relevance, theoretical and methodological quality, formal structure and content, grammatical competence, style and comprehension, results, analysis, criticism, and interpretations.

Presentation of and rights of authors and co-authors

Studies and Articles can be presented by one author or two co-authors. The principal author must sign the letter of presentation and direct it to the Editorial Committee, requesting the evaluation of the article for possible publication. A brief curriculum vitae should accompany the request (one for each author in the case of co-authors), and indicate personal and institutional information, as well as most recent publications. The copyright becomes the property of the University of Zulia. For reproduction, re-prints and re-editions of the article by any mechanical or electronic means, permission must be requested from the University of Zulia. The authors will receive an electronic copy of the journal plus the respective publication certifications.

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Instrucciones para los Árbitros

Se parte del supuesto de que el/a árbitro es "un par" del arbitrado/a. Eso quiere decir que ambos se desenvuelven en el contexto de una cultura científica que le es familiar; es decir, que se presume que ambos "dominan el tema", que conocen sus tendencias y contratendencias. Eso es de innegable valor a la hora de que un arbitraje responda de acuerdo a los objetivos en los que se basa: la suficiente neutralidad y el mínimo de subjetividad, como para hacer un juicio a conciencia. De esto dependerá el éxito de esa "misión" que sin lugar a dudas redundará en beneficio de la publicación.
Los especialistas encargados del arbitraje deben tomar con especial consideración, sin que esto menoscabe su libertad para evaluar, los siguientes aspectos que se enuncian, al momento de realizar la lectura, con el fin de lograr la mayor objetividad posible en su dictamen. Se trata pues de confirmar la calidad del artículo científico que está en consideración.

1. El nivel teórico del trabajo
Se considerará el dominio conceptual y argumentativo de la propuesta del trabajo. Especialmente, hacer evidente en el artículo presentado contextos teóricos pertinentes que permitan situar el tema y su problemática. Esto anula el grado de especulación que pueda sufrir el objeto de estudio.

2. El nivel metodológico del trabajo
Se considerará la coherencia metodológica del trabajo entre la problemática propuesta y la estructura lógica de la investigación. Sólo un buen soporte metodológico puede determinar si hay suficiente coherencia en torno a las hipótesis, los objetivos y las categorías utilizadas. Esto anula cualquier rasgo de asistematicidad de la investigación.

3. Nivel de interpretación del trabajo
Se considerará el grado interpretativo de la investigación, sobre todo en las de carácter social o humanístico. Esto cancela cualquier discurso o análisis descriptivo en la investigación, y permite poner en evidencia si el trabajo presenta un buen nivel reflexivo y crítico. Además, el trabajo debería generar nuevos postulados, propuestas.

4. El nivel bibliográfico de la investigación
Se considerará el uso adecuado de la bibliografía. Lo que significa que la misma debe ser lo más especializada posible y de actualidad. Las referencias y/o citas deben ajustarse y responder a la estructura argumentativa de la investigación, sin caer en contradicciones o sin sentidos. Este es uno de los niveles de probar la rigurosidad del trabajo. No se debe subestimar la fuente bibliográfica.

5. El nivel de la gramática

Se considerará el adecuado uso del lenguaje y la claridad de expresión, en la medida en que esto está directamente relacionado con el nivel comunicativo que se le debe a la investigación. Imprecisiones sintácticas, retóricas superfluas, errores de puntuación, párrafos engorrosos, entre otros aspectos, son elementos que confunden al lector y puede ser sinónimo de graves faltas en la comunicación escrita.

6. El nivel de las objeciones u observaciones

Se deberá razonar por escrito los argumentos que tiene el árbitro para corregir parcial o totalmente un artículo, a fin de proceder a su publicación. Esto es muy importante pues de lo contrario el autor del artículo no puede llevar a cabo los correctivos solicitados por el árbitro. Sus desacuerdos, si no están dentro de los límites de la investigación, no de- ben privar sobre la evaluación. Si por alguna razón el árbitro considera que no está en capacidad de lograr su dictamen con imparcialidad y objetividad, debe comunicar su renuncia a fin de proceder a su reemplazo.

7. La pronta respuesta del árbitro

Es conveniente que el árbitro respete y cumpla debidamente, evitando demoras innecesarias, las fechas previstas para el arbitraje. Lo contrario genera serios, y a veces graves, problemas en el cronograma de edición. Si el árbitro no puede cumplir con los lapsos de- terminados para la evaluación, debe notificarlo enseguida.

8. La presentación formal

Se considerará la presentación formal del trabajo de acuerdo a las Normas de Publicación de la revista que aparecen al final de la misma.